DOCUMENT RESUME

ED 091 396 SP 008 080

AUTHOR	Jackson, Audrey H.; And Others
TITLE	Plan, Polish, Promote and Practice: A School Volunteer Program.
INSTITUTION	Florida Educational Research and Development Council, Gainesville.
PUB DATE	Feb 74
NOTE	123p.
EDRS PRICE	MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS	*Evaluation Techniques; Objectives; *Paraprofessional School Personnel; *Program Development; Program Evaluation; Program Planning; School Aides; Teacher Aides; *Volunteers

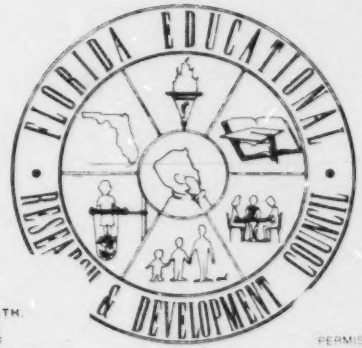
ABSTRACT

This bulletin presents a case study of the development of a school volunteer program in Dade County, Florida. Part one, entitled "Initiating the School Volunteer Program," discusses the following aspects of the program: (a) determination of needs, (b) preparation of objectives, (c) planning and sequencing activities, (d) identification of resources, (e) allocation of resources, (f) examination of the plan being used, and (g) the pilot study. Part two, entitled "Recruitment of Volunteers," discusses the identification of potential volunteers, and the polishing and promoting of the program. Part three, entitled "Training the Volunteer Team," discusses contemplating, planning, implementing, and evaluating a training program. Part four, entitled "Evaluating the School Volunteer Program," poses four questions that consider the major aspects of an effective evaluation design. (A selected annotated bibliography and an appendix of job descriptions are included.) (PD)

ED 091396

FLORIDA EDUCATIONAL
RESEARCH AND DEVELOPMENT COUNCIL

RESEARCH BULLETIN



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Audrey Jackson
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

PLAN, POLISH, PROMOTE AND PRACTICE

A SCHOOL VOLUNTEER PROGRAM

FEBRUARY, 1974

SP 008 080

ED 091396

PLAN, POLISH, PROMOTE AND PRACTICE

A SCHOOL VOLUNTEER PROGRAM

Prepared by

AUDREY H. JACKSON

Coordinator of Volunteer Services
School Volunteer Program
Dade County Public Schools

with

Diane V. Baker
Nancy B. Cooper
Louisia B. Wynn

Published by

THE FLORIDA EDUCATIONAL RESEARCH AND
DEVELOPMENT COUNCIL

© Audrey H. Jackson, 1973

FOREWORD

School Volunteers have become an important part of many programs. In some federally sponsored programs they are an absolute necessity - volunteer time being counted as cash (in-kind contribution). Volunteers are making major contributions when the school district has been able to systematize the components of the volunteer program.

The purpose of this Bulletin is to present a case study of how a district (Dade County, Florida) has developed an effective volunteer program. To succeed, it was necessary to plan and develop the components concerned with recruitment, training, and evaluation.

Audrey Jackson and her team have written a Bulletin that has all the basic components to help a district implement an effective volunteer program. She and her staff are to be congratulated for developing an excellent program and presenting it in print.

January, 1974

W. F. Breivogel, Ed. D.
Executive Secretary

TABLE OF CONTENTS

PART ONE--Initiating the School Volunteer Program 3

PART TWO--Recruitment of Volunteers 13

PART THREE--Training the Volunteer Team 22

PART FOUR--Evaluating the School Volunteer Program 31

PART FIVE--A Selected Annotated Bibliography 37

PART SIX--Appendices 44

FERDC JOURNAL ARTICLE

INTRODUCTION

A community in which a school volunteer program is active and effective can immeasurably increase the resources of the school program. A new school volunteer program can be viewed as a blank check in the bank of the school system. It is up to the administration to decide how large or small the amount of services and support will be. The extent of support is only limited by the imagination and commitment of the volunteers who work with the students. This brief description of ideas currently being used to plan, implement and evaluate volunteer programs in some Florida schools should be viewed as a beginning point from which any school system, urban or rural, can proceed to build larger and stronger volunteer components.

Many journal articles, booklets and informational leaflets have been printed on the recruitment and training of volunteers. This journal will emphasize the planning function in the establishment of a volunteer program and give examples of how training and evaluation components can be included after recruitment has been completed with three different types of volunteers: the general community volunteers, the student volunteer and the business volunteer. The reader may wish to refer to the suggested readings for further information in each of the areas being considered.

PART ONE

INITIATING THE SCHOOL VOLUNTEER PROGRAM

DEVELOPING THE OVERALL PLAN

Probably no other function in the process of establishing a sound and effective volunteer program is as important as that of planning the overall program. It is from this base that the ultimate program will grow. The size of the program only amplifies the original quality of planning. For this reason it is important that the person assuming responsibility for the operation of the program be also in charge of planning the program. It is difficult at best for a program to be planned and then assigned to a coordinator. A more sound practice is for the school system to allocate the budget amount for the program, appoint a coordinator and assign the responsibility for planning and implementing the program as a function of this person's job. Under this practice, the coordinator will be familiar with the steps used in planning, the persons who were involved and the concepts which must be put into practice.

Most good management models include basically the same steps which apply equally well in the management of school volunteer program. For the purposes of the first part of this bulletin we will deal with seven basic steps prior to the operation portion of the program. These are: (1) determination of needs, (2) preparation of objectives, (3) planning and sequencing of activities, (4) identification of resources, (5) allocating of resources, (6) examination of the plan being used, and (7) the pilot study.

Determination of Needs

In many cases the needs which are cited as being present in educational programs are felt needs as opposed to determined needs. In effect, the needs somtimes turn out to be desires rather than actual needs for program operation once the priorities are established. How many times have we said, "It would be nice if . . ." All too often that statement is the premise on which we build programs, especially in the case of programs using highly imaginative and creative approaches such as school volunteer programs. A rule of caution to planners of school volunteer programs is, "do not fall victim to the felt need; stick to those needs substantiated with data."

There are many routes available to the planner to determine whether or not the needs are present and in what degree. A commonly used vehicle for determining the need for volunteers is the survey. A survey which might be used to assess the current status of the volunteer's effort in a given area would contain most of the following type of information:

SCHOOL VOLUNTEER PROGRAM
SURVEY SHEET I

1. Are you presently using volunteers in your school?

2. If you are using volunteers, please check the source of these volunteers.

Students:	Older Students in the School	_____
	High School Students	_____
	Junior College Students	_____
	Other Students	_____
Senior Citizens		_____
Parents		_____
Interested Members of the Community		_____
Civic Groups		_____
Business/Corporate Representatives		_____
Other		_____

3. Do you provide any type of scheduled inservice for the volunteers working in your school?

YES_____ NO_____

4. If inservice is provided, what is the nature of the training?

_____

_____

_____

5. Please list the ways in which volunteers work in your school.

a._____

b._____

c._____

d._____

e._____

f._____

6. How many volunteers are presently working in your school during one given week?

_____

There are numerous ways in which one can generally become familiar with the educational needs for an area or state. Three suggested approaches might be to: (1) brainstorm real and persistent educational needs with appropriate consultants, (2) survey literature with reference to persistent educational needs, and (3) prepare written survey of educational needs which have been cited in the area where the school volunteer program will be functioning. Based upon needs which have been substantiated with data for the area which the program will serve, the coordinator should plan to determine the extent to which the schools will need volunteers to reduce a given number of the educational needs.

A quick and simple point of reference in many systems is the standardized testing program. A brief survey of standardized test results will often indicate where there are needs for volunteer assistance. If reading and/or mathematics mean scores achieved by students consistently fall below the norm, then there is a substantiated need for reading and mathematics tutors. In this situation, data were available to support surveys conducted by the co-ordinator which indicated that one of the local priorities was to develop more individualized programs, using tutors, in reading and mathematics.

To recap briefly, one should: (1) generally assess the local situation to determine where the needs for volunteers may be, (2) seek out data to either substantiate or cancel each of the "felt" needs, and (3) assign priorities to the needs for volunteers.

Once the determination of needs has been accomplished it is sound practice to determine the status of volunteer work as it is currently operating to meet educational needs.

Using the data from Survey #1, the coordinator might then follow up by sending a second survey to those schools where volunteer programs are operational to determine the extent to which the school feels volunteers should be placed in various categories. The second survey might also be sent to all schools identified to participate in the pilot feasibility study for the local area. A detailed description of the purpose and function of this study follows in the second portion of this bulletin.

SCHOOL VOLUNTEER PROGRAM
SURVEY SHEET II

Based upon data gathered from many sources in the school system, it has been determined that the following categories of volunteers might be effectively used in the local educational program to extend and enrich the curriculum. Please refer to the volunteer job descriptions and indicate the approximate number of volunteers in the appropriate space which will be needed for your school during the next school year. It is necessary that you indicate the number of volunteers already working in each of the categories if your school has an operational school volunteer program.

VOLUNTEER JOB	TOTAL NUMBER NEEDED	NUMBER NOW WORKING
1) Arts and Crafts Assistant	_____	_____
2) Audio Visual Assistant	_____	_____
3) Classroom Assistant	_____	_____
4) Clinic Assistant	_____	_____
5) Clerical Assistant:		
General Office	_____	_____
Business Ed. Dept.	_____	_____
Classroom	_____	_____
Guidance Office	_____	_____
6) Language Arts Tutor	_____	_____
7) Library Assistant	_____	_____
8) Mathematics Tutor	_____	_____
9) Physical Ed. Assistant	_____	_____
10) Special Ed. Assistant	_____	_____
11) Storyteller/Book Reviewer	_____	_____
12) Supervision Assistant:		
Cafeteria	_____	_____
Halls	_____	_____
Parking Lot	_____	_____
Physical Education Area	_____	_____
13) Spanish Translator	_____	_____

As a result of using these procedures, the program will: (1) know exactly how many volunteers are needed in each category, (2) have a definite list of schools with each school's respective needs for volunteers, (3) have available a job description for any prospective volunteer to see, (4) know what kinds of volunteers are needed most. In the case of the program which is being used as a reference point for this bulletin, the Dade County Public Schools' Volunteer Program, the top priorities were in the areas of reading, mathematics and early childhood volunteers.

Preparation of Program Objectives

The establishment of needs simplifies the preparation of objectives. The task becomes clear what must be accomplished. However, it is the function of the program coordinator to determine how the tasks will be accomplished and what level of performance will be accepted as criteria for success.

Considering each category of needs developed in the first portion of the planning, write all possible objectives in behavioral terms which will give positive evidence of meeting the needs. This is to include both product and process objectives. For the tasks of actually writing the objectives, it might be helpful for the coordinator to develop format which lends itself to easy reading and which clearly denotes which of the needs the objectives were designed to reduce. One possible format is shown in the following figure.

IDENTIFIED NEED	OBJECTIVE DESIGNED TO REDUCE NEED
N-1	Objective N-1a
	Objective N-1b
N-2	Objective N-2a
	Objective N-2b

Identification of Resources

Based upon the outcome of the needs and objectives section of the planning, a survey of available resources will be necessary. This survey should be in terms of (1) sources: project funding, local funding and outside funding (public and private) and (b) types: personnel, materials, equipment and money. Personnel resources should be considered in two major categories: (a) those who are able to assist in developing and operating the program and (b) those who will serve as volunteer participants in the program. The number and type of personnel will be dictated by the objectives developed in the objectives.

Materials, equipment and monies to operate the school volunteer program should be recruited in much the same manner as one recruits

volunteers. A specific needs should be identified, the appropriate source of the needed service or personnel identified, and the presentation requesting assistance made. Too, intensive follow up should take place regarding any donated service or material. This is especially true of businesses and corporations which many times donate substantial amounts of services and materials. It is always good to keep companies posted regarding the involvement of their employees. One way of doing this is by including short articles in the company newspaper on the efforts of the volunteers who are working with the community. On the other hand the school volunteer program can submit articles on the volunteers to the local newspaper and television stations for publication.

Sequencing of Activities

The design of the activities to be conducted can be established with reasonable amount of certainty once the needs have been established and the resources identified to fulfill the needs. The activities to be conducted will depend directly on the amount of resources which have been identified. A program can hardly serve 300 volunteers if resources have only been allocated to support 100. Therefore, it is imperative that the coordinator of the program ascertain that sufficient resources are available for distribution to the activities once they are planned.

Too, the sequence of the activities should follow the line of program development. When planning the activities for a program, all aspects of the program need to be considered. However, one of the most important aspects of the sequencing of activities is the provision for appropriate and thorough follow up to all activities. Progress reports, informal conversations, telephone calls . . . whatever the mode, the follow up

should be done as quickly as possible and thoroughly. It is this type of sequencing which increases the success of a program.

Allocation of Resources

During the time of sequencing the activities of a year of operating the school volunteer program, it is wise to keep in mind the resources which have been identified and which can be used to carry out the activities planned for the year. In this manner, the personnel and key figures in corporations which are providing the necessary services can be notified as to the approximate date on which the activities will take place. In the most workable situations, activities are actually planned on paper in the form of a managerial chart such as a PERT, and from this the resources which have been identified are allocated as needed.

Examining the Plan

The final step in the planning process is to thoroughly examine the plan for implementing the school volunteer program. This work session should definitely include all policy-making individuals who will be dealing with the program as it operates on a day-to-day basis. If the program is to be under the administration of the Superintendent in an area of the school district, he should be included in the work session along with the coordinator and building principals where the program will operate. For those people who cannot attend this work session to review the plans for the implementation of the program, copies of the rough draft plan should be sent to them, along with a cover letter of explanation requesting their responses, suggestions for modification, additions or deletions.

The Pilot Study

One of the most important steps in the development of the school volunteer program is the first run effort of the plan or the pilot study. It is during this phase of the implementation that the "bugs" can be worked out and new alternatives developed to handle the unique problems of a given school area. Each school within itself is unique and has individual needs. This is also true of an area within which many schools function. For this reason, and many more, it is important to field test the planned school volunteer program to determine if the plans are truly operational. Probably the most ideal situation would allow for the program to be developed by field testing the plan in three schools: an elementary school, a junior high or middle school, and a senior high school. In this way, the coordinator of the program could determine the strengths and limitations of the program at three levels of operation.

POINTS TO PONDER

* Never become involved to the extent that planning, in detail, is neglected.

* Base the volunteer program upon determined needs, not "felt" needs, or desires.

* Run a "pilot" edition of the school volunteer program, for a limited period of time, to determine whether or not the plans are realistically operational.

PART TWO

RECRUITMENT

Polish . . . promote . . . sell . . . those are the key words in recruiting volunteers to work in the school volunteer program. Awareness is the key factor in conducting any successful recruitment program. Thousands upon thousands of people are volunteering in many different agencies across the nation. However, the bulk of the volunteers who are serious and who conscientiously perform their duties goes to those organizations which are skilled in increasing public awareness of their program and its contribution to the community.

Identification of Potential Volunteers

Distinct groups of individuals in the community should be identified as potential volunteers, e.g., students, business and corporate personnel, general community residents (senior citizens, parents, interested individuals, etc.). From these distinct groups the specific type of volunteer needed can be recruited with greater clarity of purpose. The presentation made to each of the groups will vary according to the group being recruited. An example would be the recruitment of the senior citizens in the general citizenry group. One very effective presentation to the senior citizens would be the demonstration of the variety of ways in which one could contribute to the community while fulfilling one's own personal needs for a sense of belonging to an organization, helping another person and being wanted and loved. Many journal articles on loneliness and depression among the senior citizens have recently been written. Involvement with young people, especially elementary school

young people, is one very effective way in which loneliness and depression can be combated among the older group of residents in a geographical area.

On the other hand, students are very interested in knowing new and different ways to advance their own educational program with either high school or college credit. Pointing out to the student that he can become a school volunteer and at the same time earn college and high school credit is a recruitment tool unique to this population. For examples of how the Dade County Public Schools incorporated this feature into the School Volunteer Program, the reader can refer to the Appendix of this bulletin.

There have been many articles written on the advantages of big business becoming involved in the school volunteer movement. The latest and best ones are included in the annotated review of materials available as resources to the coordinator of the school volunteer program. Regardless of the group which is ultimately identified, the presentation for recruitment should reflect the fact that thorough planning has taken place regarding the benefits to be gained, by both parties, when that group becomes school volunteers.

Polishing the Program

The gleem and sparkle of the program will be only as bright as the presentations which describe the program. For this reason it is necessary to keep in mind the type of individual who will be giving the presentation, the quality of the material which he will be presenting, the variety of ways in which the materials are presented, and the length of the presentation. Each time that the program is presented to a new audience, the presentation should assume a brighter lustre from having had the exposure

and opportunity to be "polished."

Dealing with the first and most important factor, the individual who is presenting the program and its description should be one who is outstanding in that he can distinctly capsule the program and yet maintain the enthusiasm that always accompanies such a self-fulfilling and rewarding effort. The key to the success of the initial presentation of the program will be the degree of enthusiasm which can be generated by the staff of the program. If the program is limited in its resources, as most are in the beginning, it will be the responsibility of the coordinator to develop a number of skills in public relations.

The materials which are used to disseminate the program information should be as professionally constructed as possible. If it is impossible to secure such materials from the local school resources, the School Volunteer Program should consider asking a local firm which has a graphics and printing department to assist in this venture and receive recognition as a local firm supporting public education. The program will be, in some measure, judged by the quality of the materials it produces. As the adage goes, "first impressions count." One very effective way to perceive the materials representing the program is to view such software as one would view his own personal clothing. Do the materials present the quality appearance that one would require of his own personal wardrobe?

The pitfall of monotony in the presentation is a constant factor which must be dealt with in every instance. To avoid falling into this trap, provide as much variety in the presentation as possible. It might be that the presentation would assume a configuration of a brief verbal introduction (5 minutes) followed by a film (10 minutes) and concluded with a handout or question and answer period. Three different types of

media have been employed and the presentation has not been allowed to drag or to be monotonous by having one thing occur over and over again.

Twenty minutes should be the maximum presentation on any program for an initial introduction. Programs which are longer should probably be in the workshop nature and would then be structured to not only inform but to instruct in particular techniques. It is impossible to sit for longer than twenty minutes and have your audience receive with the degree of excitment desired an initial program description. As a general rule of thumb, always limit your programs to twenty minutes and less, if possible.

Promoting the Program

The promotion of a school volunteer program is really the "icing on the cake." It is the school system's chance to tell its story in the most positive manner. The promotion side of the program shows the volunteers at work with students, increasing the quality of educational program, adding resources which would otherwise be unavailable and making better use of the school tax dollar. It is the demonstration of the many times talked about but seldom shown cooperation between big business, education and the general public. All in all it should be the most exciting part of the program because others are constantly learning how to become involved, what others in the community are doing to help one another, and how wonderful it is to know that the schools belong to everyone in the community. Yet, like all other aspects of the school volunteer program, promotion should be carefully planned, tailored to the type of community in which the program is operating and as broad-based in the community as possible. No resources should be overlooked

in promoting the local school volunteer program.

There is no single booklet or guide to publicity which can tell every program how to best promote local school volunteer programs. The promotional campaign will be an individual matter according to where the city or town is located in which the program is functioning. The promotional effort should be as unique and exciting as the local school system can make it. Everyone likes to be associated with a winning team. Thus, it is the responsibility of the promotional program to show how the school volunteer program is being successful in an area in order to generate even more interest in the volunteer aspect of education.

In every area, regardless of population size, there are numerous ways in which one could promote a school volunteer program. Below are listed a few suggestions from which a very broad-based program for promotion should be built. It should be understood that these suggestions were taken from a program functioning in a metropolitan area, which necessarily increased the number and type of promotion opportunities.

* Storefront window displays in department stores
* Paid advertisements in local newspapers by interested businesses and industries
* Public service television and radio "commercials"
* Public appearances on television "talk" shows
* Feature stories in utility newsletters such as the Bel Tel News
* Marquee displays during specified weeks of the school year
* Public service billboards featuring the School Volunteer Program
* Advertisements in public event programs such as professional football games, university football games, concerts, etc.

* Human interest stories in local newspaper

* Slide/tape presentations on the local program available to all local civic and social clubs for programming

* News coverage of all Advisory Board meetings, recognition banquets, etc.

* Regular formal, written reports to the local School Board to be included in the minutes.

* Public service "commericals" in movie houses between features

* Construction of display showing all facets of the local school volunteer program for use in exhibit area of all appropriate conventions

* Development of a program brochure describing program which would be available to all individuals requesting such information

On the following pages are examples of promotional pieces which have been used in the Dade County Public Schools' School Volunteer Program and which have been effective tools for recruiting volunteers and for promoting the local volunteer program.

GREATER MIAMI'S YOUTH NEEDS YOU

DO YOU HAVE A SPECIAL SKILL OR TALENT? ARE YOU WILLING TO SHARE IT? OR PERHAPS WHAT YOU HAVE TO GIVE IS TIME AND AN INTEREST IN YOUTH. THESE ARE VERY SPECIAL.

IF SO, THEN YOU WILL BE INTERESTED IN THE SCHOOL VOLUNTEER PROGRAM, A NEW ASPECT OF THE DADE COUNTY PUBLIC SCHOOLS. THE SCHOOL SYSTEM IN TURN IS INTERESTED IN YOU.

15 DIFFERENT VOLUNTEER JOBS ARE AVAILABLE IN SELECTED SCHOOLS IN ALL AREAS OF MIAMI.

TRAINING IS PROVIDED. YOU ARE INTERESTED IN CONTRIBUTING A MINIMUM OF TWO HOURS PER WEEK ON A REGULAR BASIS FOR AT LEAST ONE SEMESTER.

CALL OR WRITE

School Volunteer Program

Dade County Public Schools

1410 N. E. Second Ave.

Miami, Florida 33132

350-3732

Printing Services By

IPMA

Bright colored bookmarks placed in college and university libraries, public libraries and in the school libraries serve not only to create an awareness of the school volunteer program among distinct groups of the community outside the school, but also inform the school system personnel about the services being rendered by the program.

Enclosures in billing mail-outs by banks, credit services, department stores and other agencies having monthly billings are indeed helpful to promote the school volunteer effort in a city.

MIAMI'S SCHOOLS NEED YOU

Do you have a special skill or talent? Are you willing to to share it? Or perhaps what you have to give is time an i an interest in youth. These are very speical.

If so, then you will be interested in the School Volunteer Program, a new aspect of the Dade County Public Schools. The sc ol system, in turn, is interested in you.

Fourteen different volunteer jobs are abailable in selected schools in central Miami, Miami Springs, Coral Gables, Coconut Grove, Miami Beach, North Miami and Norland.

Training is provided if you are interested in contributing a minimum of two hours per week on a regular basis for at least one semester.

(See reverse side for further instructions.)

If you are interested in becoming a volunteer, complete this form and mail to:

The School Volunteer Program
1410 N. E. 2nd Ave.
Miami, Fla. 33132

Name _____

Address _____

Telephone _____

Certificates of appreciation and plaques of appreciation are another way or promoting the volunteer program in the community. These recognition pieces should be distributed not only to the volunteers themselves, but also the businesses and corporations which lend support to the program. Such appreciation tools may also be employed to thank individuals who have donated professional services to the school volunteer program, e.g., printing services, graphics, public speaking presentations on radio and television, etc.

SCHOOL VOLUNTEER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Certificate of Appreciation

Presented to

_____

In recognition of outstanding contributions

to supporting volunteers to help youth

_____ DATE

_____ COORDINATOR OF VOLUNTEER SERVICES

Still another way of promoting the school volunteer program is to clearly identify the volunteers as they work in the schools. In the Dade County Public Schools each volunteer wears a volunteer button. This is the official emblem of the School Volunteer Program in Dade County as it is shown below. This is the identification, worn at the appropriate time, will remove any doubt as to the authority the volunteer has for moving freely about the school plant, while at the same time, it is promoting the program.

POINTS TO PONDER

* Polish . . . promote . . . and sell, in that order, your local school volunteer program. Do not superimpose another 'model' on the local school system without taking into account local needs that may require adapting the model rather than adopting it.

* Structure all presentations toward a specific group and its ability to contribute.

* Use all available resources to promote the local school volunteer effort.

PART THREE

TRAINING THE VOLUNTEER TEAM

Mark Twain has said that "Training is everything. The peach was once a bitter almond, and cauliflower is nothing but cabbage with a college education." This statement reflects the voiced and unvoiced feelings of many people that training is a worthwhile and desirable activity. Unfortunately being worthwhile and desirable is not enough in this day and age. There are too many other equally attractive alternatives which vie for our attention and time. Training, in order to rate high on a modern-day priority list, must be both relevant and practical. Those who become involved in the training activities of school volunteer programs have a particularly complex and sensitive area of responsibility because they must be responsive to a wide range of individual needs, abilities and experiences. There are two basic ways in which this infinite number of variables can be made more manageable.

First, by emphasizing the planned, developmental, systematic, training program for each component or source of volunteers. For example, both senior citizens and university students who want a field experience may volunteer to assist a regular classroom teacher. The orientation, pre-service training and in-service support activities needed by each component or group would probably differ greatly because each has different needs, experiences, abilities and outside responsibilities.

The second approach might emphasize the planned, developmental, systematic training program for each job which volunteers would be doing. For example, all volunteers training to assist elementary counselors as "Listeners" would need to develop specific kinds of skills and attitudes

regardless of previous experience.

Probably the most effective and responsive training programs employ a combination of these two approaches. It should be reiterated that both approaches operate from a planned, developmental, systematic base.

Contemplating A Training Program

This step is vital to the success of the total training program, and, yet, due to time pressures it is often the step which is most hurried or even overlooked. During this period the philosophy of the training should be explored and established. Laying the foundation from which the program can grow will provide invaluable direction for future decision-making. Typical activities might include: investigating other volunteer training programs, seeking advice from knowledgeable leaders, weighing advantages and disadvantages, taking stock of resources and setting long-range goals. Also during this stage it would be advantageous to determine the scope of your training program. In other words, who will be trained: volunteers? teachers? administrators? others? and generally speaking, to what extent: orientation? pre-service? in-service?

Although many reference books now exist which provide pertinent input on these topics, human resources should not be overlooked. The individuals contributing ideas and suggestions at this stage may prove to be future trainers, workshop leaders, evaluators and sources of other contacts for later training sessions. Involve as diverse a group as possible at this level and do keep adequate records so that follow-up may be accurate and complete.

Planning A Training Program

One of the first considerations at this stage is deciding who will be responsible for planning the training. Depending upon the number of volunteers and the scope of the program, this responsibility may fall to one or many. Whatever the case, it would be wise to have representatives from each level who would serve as an advisory committee.

The next major consideration should be a needs assessment. This process may be as formal or informal as the situation mandates, but it should not be omitted. The needs under consideration may focus on each level of involvement, i.e., needs of the area, school, teacher and/or volunteer. Tied in with needs assessment is the identification of existing characteristics which may affect the training. For example, high school students who have volunteered to help in a neighboring elementary school may not need pre-service training in the rules for umpiring a baseball game, but they may need extensive exposure to school policies and to the system for reporting accidents or emergencies.

Inherent in any training program are its objectives. These can be communicated precisely when stated in terms of the behavior desired. What will the participant (principal, volunteer or teacher) be able to do as a result of the training? Using that question as a test will encourage your training activities to be as practical as possible. Of course, there are other questions which deserve consideration: What does the participant know as a result of training? What do others do or know as a result of this participant's training, and, finally, what experiences should the participant have been exposed to during training?

Another consideration during the planning of any training program is

the subject of incentives. If nothing else, this topic often arouses deep philosophical disputes. At one extreme are those who say that participating in the training is one's professional/civic responsibility regardless of incentives. At the other extreme are those who say that you only get what you pay for, and that if it is worth doing, it is worth being supported by pay. The vast majority of administrators, teachers, and volunteers have feelings which lie somewhere between the two polarities and provisions should be made to strike an acceptable medium. Traditionally, volunteer training programs have offered the following kinds of incentive to participants:

1. Released time from other duties to participate (For example, business volunteers have been released during work hours and teachers have their classes covered.)
2. Public and professional recognition through certificates of achievement, etc.

Some of the more innovative incentives have been:

1. College credit earned through training programs.
2. Salary increments for participants.
3. Free lunch and transportation for selected participants as with members of Retired Senior Volunteer Program (RSVP).

Once again, all phases of the volunteer training should reflect the philosophy, goals, needs and resources of the groups who are involved.

Implementing A Training Program

It is essential that the training sessions be conducted by individuals who will reflect the philosophy, enthusiasm and spirit of the volunteer movement. The trainers must be knowledgeable and skilled not only in the specifics of the volunteer jobs, but also in the specifics of human relations. When identifying prospective trainers, consider using those who have already mastered the task or situation. Experienced volunteers and teachers are a rich source of practical information.

Many training sessions have been built around purely information-giving techniques. This kind of one-way communication is deadly when applied to volunteer training. Volunteers and teachers who work with volunteers are very special and unique. This common bond can serve as the basis for an exciting, growing relationship, if it's seed is planted properly and if it is nurtured with mutual respect. Often times the pre-service training or orientation is the environment in which this delicate seed is planted. If the session is rich in relationship building attitudes and activities, future training or growth sessions will be a natural part of the program. The reader may wish to refer to refer to Appendix A for sample orientation workshop agendas and activities.

As with any program which involves large numbers of diverse individuals, alternative methods, strategies and resources can play a significant part in individualizing specific content area training. For many volunteers this may be the first real contact with formal education since their own school years. Therefore, the training sessions should reflect the most up-to-date innovations in educational methodology and technology. If learning centers, teaching machines, programmed instruction, field experiences, and multi-media presentations aid learning, then they should be a

part of volunteer training programs.

The specific content presented through these activities can be determined by analyzing the job the volunteers will be asked to perform, exploring the expectations of the program administrators, and considering the needs of the volunteers and teachers. Most training programs have several phases: orientation, pre-service and in-service. The topics covered in each of these sessions would vary with the wishes of the program developed, but in all cases should be practical and applicable to the specific school situations. Other important elements of training are the materials and activities designed to reinforce major concepts. Training handbooks, informational pamphlets, resource lists, buddy-systems, feedback sessions all promote on-going training or learning even when formal sessions are not being held.

When and where training occurs need only be limited by the imagination and ingenuity of the training program designers and implementors. Provision for developmental experiences in a variety of settings will encourage a broad base of practical knowledge. In the case of county-wide training programs, sessions should be planned to focus on the different levels of involvement. For example, the first general orientation session might be held at the central administration offices. There county officials and resources would be available. The next session might focus on particular job skills, and the training could occur where special facilities are available. For example, volunteers who plan to work with handicapped students might observe and participate in activities in a special education center. Final pre-service sessions could be held at the school to which the volunteer will be assigned and would then, involve those teachers and administrators with whom the volunteers would be working. In-service input

or feedback sessions can be as diverse as the topics covered. Stimulating environments can do much to maintain a high interest level among the volunteers and can even serve as a rich source of promotional material within the general community.

Whatever the goals, materials, resources, personnel and topics, each training session or training material needs a built-in feedback system. Training which is truly practical is responsive to the changing needs and characteristics of the participants and programs in which they will work. That sort of regular, systematic feedback happens when feedback is built into a program. Workshop sessions might use open-ended questionnaires, interaction outlines, observation guides and/or resource checklists. The reader may refer to Appendex A for sample. On-the-job training might use progress reports, annotated time logs, personal interviews and/or peer critiquing. Feedback from all levels may be encouraged by assigning levels of responsibility and providing a communication network. For example, a School Volunteer Chairman, who is a community member, might report on the training activities planned for the volunteers in a particular school as part of a regular monthly report. An example of this report is shown in Appendix . The School Volunteer Resource Person, who is a staff member, might publicize the training activities planned for that school's teachers and administrators during faculty meetings or via designated bulletin boards.

Evaluating A Training Program

Just as feedback provides essential information to the daily operation of school level training programs, so does evaluation provide the necessary information on the status of the training procedures and materials. There

are varying philosophies on who should conduct evaluations. Much can be said for using the impartial, external observers, but just as much is said for the knowledgeable involved practitioner. Perhaps the most realistic evaluation lies in the combination of the two. Evaluation instruments may be developed by the trainers themselves or may be adapted from other similar programs. One example of a workshop evaluation appears in Appendix B of this bulletin. Evaluation need not be conducted only at the end of training sessions. For optimum results, evaluation should be internalized by each participant and be regarded as worthwhile at any time. Certainly, if evaluations of training activites are used to provide a basis for decision-making, program modification and review, then it serves as an essential part of the total training program.

POINTS TO PONDER

* A training program will be meaningful to volunteers if it can: (a) be tailored to the volunteer's needs, (b) build on the volunteer's present abilities, (c) stimulate new interpersonal relationships, and (d) provide opportunities for self-growth and development.

* A training program will be meaningful to school administrators and teachers if it can: (a) promote positive volunteer-teacher relations, (b) be tied to the needs of the students within the school, (c) be implemented with a minimum of change in the school's routine, and (d) involve the school personnel during the planning and implementing stages.

* A training program will be meaningful to a total volunteer program if it can: (a) provide the number and variety of trained individuals necessary to accomplish the objectives, (b) reflect the philosophy of the total program, (c) promote improved school-community relations, and (d) provide a means of continuous feedback and communications within the program.

PART IV

EVALUATING YOUR SCHOOL VOLUNTEER PROGRAM

It is axiomatic that dynamic school volunteer programs require constant evaluation. In fact, evaluation must be considered an on-going process of a school volunteer program, and not just something done once a year by looking at the achievement test results of students, or the attitude indicators of teachers and volunteers, or the total numbers of students and volunteers who have entered and left the program. Assessment of the effectiveness and impact of a total volunteer program must be broad-based and multi-faceted.

To be effective, the total scope of the evaluation plan must evolve in the initial planning stages of the volunteer program, and be developed, adapted and revised on a continuing bases as the program design, goals and activities are planned. For example, some of the considerations of and evaluation design that need to be included during this planning phase are:

What data needs to be considered?

Who will be the best source of information?

What is the best method for evaluating each component?

When is the best time for measuring each component?

Who will conduct the evaluation?

What analytical method will be used to interpret the significance of the data?

Stated another way, effective evaluation design usually considers three major aspects of a school volunteer program:

1. What are the appropriate questions to ask that focus on

important decision-making processes of the school volunteer program?

2. What criteria of performance or measurement is to be used for measuring or judging the validity of the information?
3. What are the most appropriate means for gathering the data? (e.g., interviews, questionnaires, completion of forms, observation, case studies, keeping logs, tests, narrative reports)?

Why is it so necessary to include evaluation as a major activity in a school volunteer program? From the total program of view, there are many reasons why it is important to conduct ongoing evaluations. Not the least of these is the fact that the development and maintenance of a viable school volunteer program is an ever-increasing expense. Components of the school volunteer program that do not contribute significantly toward meeting the overall program's objectives need to be curtailed, and they should be. At the same time, however, components which are contributing greatly to the success of the school volunteer program need to be identified and expanded. It is only through evaluation that the effectiveness of the total program and its several subdivisions can be measured.

Another reason "for" evaluation is that only through assessment of present school volunteer programs can a sound basis be established for the program modifications which will probably become necessary as the volunteer program expands. To recap ,evaluation must lay the groundwork for future planning.

The next question, obviously, is how best can this evaluation be carried out? Should it be conducted by outside experts? By the school volunteer program personnel staff? By Teachers? By volunteers? By

students? Or by a committee including representatives from all or most of the above groups? Actually, there may be some merit to each of the above in specific situations depending upon the unique situation within each school volunteer program.

An evaluation by outside experts will usually be strong on the basis of objectivity, and may be more likely to compare the particular school volunteer program with volunteer programs in similarly situated institutions. On the other hand, there is danger that without a good deal of personal involvement by the school volunteer staff and volunteers in the program, the potential impact of the evaluation on the staff and program will be lost regardless of the quality of the product. To be sure, there are situations when an evaluation by outside experts is called for, particularly when there are elements of conflict or bias present. But, the school volunteer program administrator should consider the advantages of evaluations structured by the program itself and utilizing school volunteer personnel insofar as is possible. While the staff of the school volunteer program should assume leadership, the evaluation team might also include teachers, volunteers and students.

What form should the evaluation take? Should it be in the form of a school volunteer program self-survey? Or, should it be entirely objective and quantitative? Perhaps it should involve some of the elements of both the self-survey and objective quantitative research. The latter seems to be the most comprehensive, particularly if the purpose is an over-all evaluation of the total volunteer program.

To be meaningful, evaluations need to be made on the basis of pre-determined criteria. Some of the program aspects that need to be evaluated include (1) the degree to which each of the several components of the

program (recruitment, training, monitoring, record keeping, etc.) relate to the overall program's objectives and are influenced by them, (2) the efficiency of daily operations, (3) the attitudes of the school staff, students, and volunteers toward the school volunteer program, (4) the morale of the staff, and (5) the results.

Examples of evaluation instruments which might be useful in conducting a total evaluation of the program are included in the Appendix. These instruments illustrate that there is no substitute for the rigorous research in each of the several areas of the school volunteer program, which should be the "proof of the pudding." Evaluation of a volunteer program should be designed to measure contributions to matters such as increased holding power, increased student academic achievement, and volunteer school staff and student attitudes, as well as other program components unique to each volunteer program.

What needs to be evaluated? Each specific component of the total program needs to be studied. How well are the day-to-day operations being accomplished? Is there evidence of good internal administration? What evidence is there that the school volunteer program is fulfilling a unique function that could not be accomplished in a simpler manner costing less? What evidence is there that the service aspects of the volunteer program are contributing to the educational goals of the school system, and are being utilized effectively by students?

Difficult as it may be, personnel in the school volunteer program must also be accounted for. Are the individuals responsible for assigned tasks qualified both in training and experience? Is the size of the staff adequate to fulfill stated functions, or must services be diluted in order to cover the waterfront? For example, if specialized training services

for volunteers are claimed, what provisions have been made to provide trained leaders for training programs?

In the final analysis, however, the heart of evaluation rests squarely on careful study of the basic objectives of the school volunteer program. Specifically, what are the stated objectives of the total program? Are these in agreement with the local county school system's objectives and priority goals? How well are objectives being achieved? Is the school volunteer staff cognizant of goals and objectives, and do they understand their role in meeting these objectives? Finally, do the faculty and administration of the school system understand the purposes of the program and perceive it as being essential to meeting educational objectives, rather than as a group of helpful, but nonessential, functions?

Summing up, evaluation must occupy, more than ever, a central place in sound school volunteer programs. Thorough evaluation of effective volunteer programs will help support the concept of volunteers in education as being necessary to the implementation of educational objectives. Less important, but nevertheless to be considered, the school volunteer program administrator can best state his case when it becomes necessary to recommend increased budgets, enlargement of the staff, or program modification, if the school volunteer program is thoroughly understood. Evaluation seems to provide the modus operandi for providing this understanding.

POINTS TO PONDER

* A comprehensive evaluation plan incorporates feedback from all groups involved in the school volunteer program: groups include school administrators, teachers, volunteers, students, as well as school volunteer program staff.

* Each component of a school volunteer program must be evaluated in relationship to its effectiveness in meeting the overall program's objectives: components include promotional materials, recruitment campaigns, training sessions, monitoring strategies, reporting procedures, staff utilization and morale, dissemination and diffusion effects.

* The use of several different assessment and measurement instruments provides greater depth and scope of insight into the school volunteer program: assessment instruments include structured interviews, surveys, questionnaires, attitude scales, completion of forms, observations, case studies, maintenance of logs, standardized tests, and narrative reports.

A SELECTED ANNOTATED BIBLIOGRAPHY

Books

1. Manual for the Role of Coordinators in the Public School System

   A discussion on the duties and responsibilities of coordinators in a school volunteer program. Sample forms such as Requisition to Volunteer Talent Pool and Training Center, Teacher-Volunteer Communication Sheets and Volunteer Aide Sign-In Sheets are included.

   Janet Burgoon, Volunteer Talent Pool and Training Center, 655 North Tamiami Trail, Sarasota, Florida.

2. ABC's: A Handbook for Educational Volunteer Programs

   This guide will provide a basic outline for those seeking aid in setting up and operating a meaningful and rewarding volunteer program. The information listed in this guide can be modified and adapted to meet local school needs.

   Jewell C. Chambers, ed., Volunteers in Education, Washington Technical Institute, 4100 Connecticut Avenue, N. W., Washington, D. C. 20008.

3. A How-To-Do Handbook for Volunteer Coordinators

   This handbook is offered as a guide to increase the effectiveness of volunteers in educational settings.

   Irene C. Hypps, Project VOICE, Volunteers in Education, U. S. Office of Education, Washington, D. C. 20202.

4. For Volunteers Who Interview

   This manual provides helpful hints, props and signposts for the unskilled volunteer who would like help in their job of interviewing other volunteers.

   Kathleen O. Larkin, Welfare Council of Metropolitan Chicago, 123 West Madison Street, Chicago, Illinois 60602.

5. How to Initiate and Administer a Community Resource Volunteer Program

This handbook provides names and information concerning individuals in Mineapolis and the surrounding communities who are willing to donate their time and talent to enrich the school program. Various forms used for recruiting and evaluating purposes are included.

Minneapolis Public Schools, Special School District No. 1, Minneapolis, Minnesota 55413.

6. Famous Papers on Voluntarism

A manuscript consisting of articles on school volunteer and tutorial programs which will be helpful to directors, coordinators or leaders of school volunteer programs.

Eva Schindler Rainman, Los Angeles City Schools, 450 North Grand Avenue, Room G-114, Los Angeles, California 90051.

7. Your Important Meeting - Manuscript

The author suggests ways in which to plan your meeting to stimulate more interest and to provide for better group participation in the overall recruitment, supervision and promotion of school volunteers.

Eva Schindler Rainman, Los Angeles City Schools, 450 North Grand Avenue, Room G-114, Los Angeles, California 90051.

8. Guidebook for the Volunteer Reading Teacher

A manual designed to clarify the goals of the volunteers and to suggest ways to help young people to become better readers.

Lenore Sleisenger, Columbia University Teachers College Press, New York.

9. Your Volunteer Program

This handbook is constructed to portray the steps one must go through to organize and administer an effective and meaningful volunteer program.

Mary T. Swanson, Des Moines Area Community College, 2006 Ankeny Boulevard, Ankeny, Iowa 50021.

Brochures

Copies of the following materials may be obtained by writing to the School Volunteer Program, Dade County Public Schools, 1410 Northeast Second Avenue, Miami, Florida 33132.

1. "Greater Miami's Youth Needs You"

   A general information brochure designed to provide a brief overview of Dade County's School Volunteer Program. Emphasis is on (a) recruitment, (b) training, (c) participation and (d) source of volunteers.

2. "Introducing A Training Program"

   This brochure list the names of the modules used in the training program according to target groups such as principals, teachers or volunteers. Specific training modules are listed for each cluster.

3. "Recruitment Brochure"

   This comprehensive brochure produced and printed at Eastern Air Lines Incorporated is used not only for recruitment on the Eastern base in Miami, but also as a model for other local businesses and corporations to use to describe their own respective participation in the School Volunteer Development Project.

4. "The Wonderful World of the School Volunteer"

   This comprehensive brochure may be used as a guide to assist in preparing the volunteer for an effective community resource presentation. The brochure provides helpful hints about what the volunteer should do (a) before the visit, (b) during the visit and (c) after the visit.

Evaluation Scales

1. Volunteer Competency Rating Survey

   Scale One - For The Volunteer To Rate Himself
   Scale Two - For The School Staff Member To Rate The Services Of The Volunteer

   This competency rating survey is constructed in terms of observable actions performed by the volunteer. It is designed to be both a self-survey and an observed participation evaluation. This survey has been widely used with the cooperating universities and colleges who place volunteers in the Dade County Public Schools.

   School Volunteer Program, Dade County Public Schools, 1410 Northeast Second Avenue, Miami, Florida 33132.

Training Kit

1. "The Wonderful World of Volunteer Training"

   A self-contained multi-media program developed by the Dade County School Volunteer Program to introduce the idea of training. The training modules with supportive multi-media materials are listed below.

   Panhandle Area Education Cooperative, P. O. Drawer 190, Chipley, Florida 32428.

   ### Modules

   a. "Administering a School Volunteer Program"

      This module is designed to aid the participant in simultaneously designing and reacting to the designs of others for short term and long range plans for implementing a School Volunteer Program according to individual school needs.

   b. "Assisting in the Classroom"

      The activities in this module are constructed to teach the volunteers a variety of ways in which he can identify suggested duties, locate appropriate resources and plan rapport building activities.

c. "Assisting With Clerical Tasks"

This module introduces the volunteers to the forms most often used in the schools such as lunch forms, attendance records and other forms listed in the pupils' cummulative record. The module also lists procedures for filling out the forms.

d. "Assisting in the Library/Media Center"

This module contains activities which train the volunteer to use the card catalog and the Dewey Decimal System, to differentiate materials, to identify and operate audio-visual equipment, and to design displays for bulletin boards.

e. "Building One-To-One Relationships"

This module focuses on the verbal dimension of building one-to-one relationships. It is designed to aid the participant in simultaneously experiencing and leading others to experience inter-personal relationships which are positive and mutually rewarding.

f. "Handbook for Volunteers"

A reference book for the volunteer who is participating in the Dade County School Volunteer Program. This booklet contains a job description of each of the fourteen job categories which are designated in this program along with information pertaining to guidelines of the program. An indexed list of participating schools is included.

g. "Helping Students Develop Appropriate Behavior"

A practical application of learning principles of positive reinforcement to the elementary classroom is made in this module. The focus of the module is on what the teacher or volunteer can do to make it possible for his children to learn better.

h. "Physical Education and the Volunteer"

A field test copy of the module, Assisting with Physical Education, designed to train the volunteer to assist the professional physical education teacher in performing his duties with students.

i. "Tutoring in Reading and Mathematics"

A performance-based and individualized module containing activities which will provide a resource of basic knowledge and human relations understandings that will help the tutor develop the reading and math skills of his students.

j. "Using the Services of a School Volunteer"

This module is directed to the school staff member who will be supervising the activities of a school volunteer. It assists the staff member to prepare himself, the student, the other staff members and the site for arrival of the volunteer. It also assists the participant in communicating the information to his assigned volunteer.

k. SVP Leader's Handbook

A reference handbook developed to aid school-level administrators who are participating in the Dade County School Volunteer Development Project. Topics treated include: The responsibilities of the SVP leaders, with whom do SVP leaders work, how do SVP leaders work, what forms do SVP leaders use and what facts do SVP leaders need to know.

Multi-Media Materials

a. "Module Mania" and Discussion Guide
Slide/Tape Presentation I: Color/Sound 10 minutes

Motivational film used to promote readiness for the modular format of training.

b. "Modules in Action" and Discussion Guide
Slide/Tape Presentation II: Color/Sound 20 minutes

Step-by-step explanation of how modules can be used in a school setting.

c. "The Module Maize Made Clear"
Video Tape Presentation: 15 minutes

A fifteen minute video tape which answers the most often asked questions about modular training and volunteer programs.

d. Introductory Cassettes 10 minutes

One, ten minute cassette for each of the modules. The purpose of the cassette is to tell the participants how to use the module.

e. Film "Y"
16mm, Color/Sound 10 minutes

A ter minute general information, color/sound film describing the scope of the activities which are currently being imple-mented in the School Volunteer Development Project using the resources of a high-density, urban, metropolitan area to enrich and extend the curriculum of the public school system.

f. "Miami's Youth Need You"
Slide/Tape Presentation: Colore/Slide 10 minutes

A ten minute general information slide/tape, or acetate/tape program translated in English or Spanish on the School Volunteer Program.

APPENDIX

JOB DESCRIPTIONS

TYPE OF WORK:	ARTS AND CRAFTS ASSISTANT
BACKGROUND:	As the schools of Dade County seek ways for each student to discover and develop all of his abilities to the fullest, a wide variety of arts and crafts activities are needed. By working with the teacher to help students develop their creativity and feel proud of their accomplishments, the volunteer will provide many opportunities to students that would not otherwise be possible.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction and in cooperation with the art or classroom teacher. Generally, the assignment will include one or more of the following tasks: 1. Assisting with the placement of arts and crafts materials and equipment in rooms scheduled for use. 2. Preparing arts and craft materials for student use. 3. Preparing art materials per requests from teachers. 4. Helping students assume responsibility for proper care and cleaning of materials. 5. Encouraging students to explore new techniques, uses, and effects of a variety of art materials. 6. Helping with inventory of supplies. 7. Giving individual help to a student or small group of students under the direction of the teacher. 8. Assisting with the filing and maintaining records of progress on student art projects.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Cooperative manner; ability to relate well with others, especially children and youth; interest in arts and crafts; willingness to follow directions.
CONTRIBUTION:	Provide additional opportunities for art and classroom teachers to use arts and crafts activities to individualize instruction.

TYPE OF WORK:	AUDIO-VISUAL ASSISTANT
BACKGROUND:	As the schools of Dade County seek to individualize instruction as much as possible, a variety of multi-media materials and equipment are used. With the existing demands that are made on teachers, there is little time available for the preparation of these materials and equipment; thus, the assistance of a volunteer skilled in this area greatly assists the teacher in better providing for the students' needs.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction and in cooperation with the librarian or audio-visual teacher. Generally, the assignment will include one or more of the following tasks: 1. Operating audio-visual equipment. 2. Delivering films and filmstrips to teachers. 3. Preparing film requests for teachers. 4. Preparing overhead projectuals. 5. Assisting with the placement of audio-visual equipment in rooms scheduled for use.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Cooperative manner; interest in multi-media; ability to operate machinery.
CONTRIBUTIONS:	Provide additional opportunities for teachers to use a multi-media approach to individualizing instruction.

TYPE OF WORK:	CLASSROOM ASSISTANT
BACKGROUND:	The goals of the classroom teacher are to motivate and guide each student to develop to the fullest his own potential. Because of the pressure of time and the number of pupils involved, assistance is needed to perform non-professional but necessary tasks, so the teacher may devote full attention to the accomplishment of his objectives.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction and in cooperation with the classroom teacher. Generally, the assignment will include one or more of the following tasks: 1. Giving individual help or clarifying teacher's directions to a student or small groups of students under the direction of the teacher. 2. Assisting students with special projects. 3. Checking attendance, re-admission notes, permission slips, telephoning absentees as requested. 4. Preparing games, teaching devices and "dittoes." 5. Helping with inventory of supplies and collecting money such as for lunch, field trips, etc. 6. Sharing resources and talents. 7. Assisting in decorating room, cutting mats for pictures, changing pictures on bulletin board, etc. 8. Assisting in the supervision of students on the playground and on field trips.
TRAINING PROVIDED:	Pre-service and inservice training will be provided
VOLUNTEER QUALIFICATIONS:	Warm personality; ability to follow directions; interest in children and education; ability to relate well with children at their level.
CONTRIBUTION:	Allow teachers more professional time to spend with class and individual students. Assist in building individual students self-concept. Help students develop a more positive attitude toward school and academic achievement.

TYPE OF WORK:	CLERICAL ASSISTANT
BACKGROUND:	Maintaining accurate, complete and current records for each individual student is a major responsibility of the school staff. Appropriate student placement, adequate school funding, and effective school - community - home relations depend greatly upon the work accomplished by the school clerical staff. A volunteer clerical assistant may provide much needed support in this area.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction and in cooperation with the school secretary and principal. Generally, the assignment will include one or more of the following tasks: 1. Assisting with telephone by taking messages when necessary, placing calls when directed, checking attendance for tardiness and absenteeism. 2. Assisting with filing (except for confidential material). 3. Sorting and collecting ditto material. 4. Operating duplicating equipment. 5. Typing forms, letters, notices, (optional) 6. Addressing envelopes, messages, notices. 7. Sorting, stamping and opening mail. 8. Running errands, contacting teachers, delivering messages, collecting money or pertinent material. 9. Helping with inventory of supplies.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Accuracy; emotionally mature person who is able to follow directions with a cooperative attitude.
CONTRIBUTION:	Enable secretary to assist principal in more tasks which in turn will allow principal time for administrative and supervisory duties.

TYPE OF WORK:	CLINIC ASSISTANT
BACKGROUND:	As the student population in each school continues to increase each year, providing adequate health care for students becomes a more and more difficult task. A volunteer clinic assistant may provide valuable services to the educational process by helping the teacher and school nurse meet the health needs of students.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction and in cooperation with the principal and public health nurse assigned to the school. Generally, the assignment will include one or more of the following tasks: 1. Keeping the health room neat and clean at all times. 2. Being responsible for clerical duties regarding health services: sorting, telephoning, and ordering supplies. 3. Performing routine vision and hearing screening, and assisting in pre-school roundups. 4. Submitting test reports to public health nurse for review and possible follow-up on health problems. 5. Notifying principal at once in case of accidents or acute illnesses. Notify parent if directed by principal. 6. Assisting with students sent to clinic because of wet, soiled or torn clothing. 7. Being prepared to talk with individual students about hygiene and its importance. 8. Maintaining communication with classroom teachers.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Ability to get along with others, especially youth; reliability; ability to keep legible records; ability to communicate clearly; neatness; warm and understanding personality; willingness to accept supervision from principal and public health nurse.
CONTRIBUTION:	Provide school health nurse with services to help maintain a health program meeting student needs.

TYPE OF WORK: LANGUAGE ARTS/READING TUTOR

BACKGROUND: Even though students have varying language needs, all need to extend the language skills of listening, speaking, reading and writing. A volunteer working with the language arts program can assist the teacher in providing experiences to meet the needs of pupils.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the classroom teacher or special reading teacher. Generally, the assignment will include the following tasks:

1. Obtaining books and materials on requested topics.
2. Reading stories to individuals or small groups and guiding students to do free reading.
3. Constructing reading booklets and experience charts.
4. Giving individual help to pupils.
5. Operating audio-visual equipment (listening stations, language master, film and film strip projector, etc.)
6. Becoming skillful in the use of effective questioning.
7. Assisting the classroom teacher in providing a variety of experiences in speaking and listening activities.
8. Assisting in arranging the classroom setting and duplicating materials for planned activities.
9. Filing written work in student's work folder.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Warm sincere interest in people particularly children and youth; some knowledge and ability in the area of language arts; patience and dependability; willingness to follow directions.

CONTRIBUTION: Develop in each student a love for reading and awareness of language; help the student to see himself as a person who can successfully relate to others; foster the concepts of literary skills; assume a supportive role thereby freeing the classroom teacher to utilize her professional training in individualizing instruction.

TYPE OF WORK: LIBRARY ASSISTANT

BACKGROUND: As teachers seek to encourage students in the discovery approach to learning, use of the materials in the school library becomes increasingly more significant in the educational program for students. More meaningful and creative student and teacher use of library resource material may be established with the assistance and support of a volunteer library assistant.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the school librarian. Generally, the assignment will include one or more of the following tasks:

1. Writing order cards.
2. Checking in new books (listing publisher, author and title of book in library record book).
3. Checking in the new books against invoice.
4. Preparing pockets and cards for new books.
5. Pasting pockets and date due slips in books.
6. Stamping books with ownership stamp.
7. Lettering spine of books (optional).
8. Shellacking books.
9. Making minor book repairs.
10. Filing (optional).
11. Reshelving books.
12. Checking order of books on shelves.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Cooperative attitude; cheerful and willing to follow directions; interested in students and their reading, legible handwriting (typing useful).

CONTRIBUTION: Speed the availability of books to students; give the librarian more time to utilize his professional training to work with teachers, classes, and individual students in making full use of library resources.

TYPE OF WORK: LISTENER

BACKGROUND: As the schools of Dade County seek ways for each student to acquire the attitudes and habits essential to the maintenance of good mental health, a need arises for assistance of a volunteer skilled in this area. Such developmental assistance will allow the teacher and/or counselor to better provide for the needs of the individual students.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction of and in cooperation with the principal, guidance counselors or teacher as a non-crisis oriented lay listener. Generally, the assignment will include one or more of the following tasks:

1. Consulting with the principal, guidance counselor and/or teachers.
2. Developing a friendly, supportive relationship with assigned students.
3. Planning activities which will lead to increased communication with assigned students.
4. Providing a positive model without forcing own values.
5. Listening to the thoughts and feelings of the assigned students.
6. Keeping brief observative notes on the progress of assigned students.
7. Participating in regular feedback sessions designed to increase both perception and skills.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Ability to relate well with others, especially children and youth; patience and cooperative attitude in working with students; a stable, calm attitude and positive outlook on life.

CONTRIBUTION: Provide individual attention to selected students through the development of a positive, supportive relationship where the student would feel free to express his feelings and thoughts.

TYPE OF WORK: MATHEMATICS TUTOR

BACKGROUND: As the schools of Dade County seek ways to develop ways for all students to improve their math skills to the maximum of their abilities, the opportunity for some students to work individually with a tutor may make the difference in determining whether or not he learns and likes math. A volunteer math tutor may provide important individual attention in meeting a student's needs in this area.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the classroom teacher, math teacher, remedial teacher, or other person designated by the principal. Generally, the assignment will include one or more of the following tasks:

1. Giving individual help to individuals or small groups.
2. Preparing math games and teaching materials.
3. Duplicating materials for use in class and at home.
4. Talking with students to help them discover how to apply math skills to real life situations outside of the classroom, (e.g.,relationship to purchasing, science, sports, etc.).
5. Clarifying teacher's directions to individuals.
6. Assisting with record keeping.
7. Reviewing previously taught math skills with absentees.
8. Maintaining and repairing special math equipment.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Ability to relate well with others, especially children and youth; some knowledge and ability in new math; patience and cooperative attitude in working with students; willingness to follow directions.

CONTRIBUTION: Allow teachers more professional time to spend with class and individual students. Help students develop a more positive attitude toward school and math. Assist in building individual student's self-concept.

TYPE OF WORK: PHYSICAL EDUCATION ASSISTANT

BACKGROUND: In seeking to provide a wider variety of experiences for students through physical education, the need arises for skilled volunteers to work in this area. Then the teacher can better provide for the needs of the individual students.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the classroom or physical education teacher. The suggested duties may be classified under three headings. Generally, the assignments will include one or more of the following tasks:

1. Educational Materials Assistant - preparing materials for instruction; maintaining builetin board displays, operating audio-viual equipment.
    a. Take care of equipment room and equipment.
    b. Make periodic safety checks of equipment.
    c. Help maintain indoor and outdoor playing area.
    d. Help construct teaching aids.

2. Instructional Assistant - demonstrating skills, assisting individual students, and performing some of the assigned duties of a Clerical Worker or Educational Materials Assistant.
    a. Assist at fire drills.
    b. Enforce safety rules.
    c. Assist at playdays, exhibitions and sports days.
    d. Serve as an official for contests.
    e. Supervise non-participating students.
    f. Assist with physical fitness testing program.

3. Clerical Worker - providing clerical assistance and performing some of the duties of an Educational Materials Assistant.
    a. Check attendance and maintain student records.
    b. Unpack, count and store new equipment.
    c. Distribute and collect equipment.
    d. Make periodic inventory of equipment and supplies.
    e. Duplicating materials for tests, etc.
    f. Assist with correction of objective tests.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS:	Interest in sports and physical activity; emotionally mature, dependable, sound character; ability to do clerical work; ability to get along with people, especially youth; willingness to serve; good health.
CONTRIBUTION:	Provide opportunities for the teacher and physical education instructor to better serve the needs of the individual students in the program.

TYPE OF WORK: SPANISH ASSISTANT / INTERPRETER

BACKGROUND: The increasing numbers of Spanish-speakers in our community, and especially of parents who cannot understand English, make it necessary for our schools to depend on an interpreter to establish effective communication with a large number of homes where only Spanish is spoken.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with a Cuban Aide or a native Spanish-speaking teacher. Generally, the assistant interpreter may do one or more of the following tasks:

1. Writing in Spanish - not merely translate - all communications such as announcements, permit slips, etc., that go from the school to the parents in Spanish.

2. Speaking to parents and other visitors in Spanish as they come to the school, and interpreting their needs to the appropriate school personnel in English.

3. Speaking to parents in Spanish in order to interpret school policy and rules during interviews with principal and other school personnel.

4. Interpreting in Spanish for the benefit of newly arrived students during interviews with school personnel.

5. Writing English versions of notes coming from home in Spanish.

6. Writing Spanish versions of notes to parents or comments on report cards written by teachers.

7. Serving as interpreter for Spanish-speaking parents at parent teacher meetings.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Courteous, friendly manner, ability to speak and write English and Spanish fluently and correctly, as an educated native speaker of either language.

CONTRIBUTION: Provide effective communication and understanding between school and home in communities that are highly populated with Cubans and other Spanish speaking groups.

TYPE OF WORK: SPECIAL EDUCATION ASSISTANT

BACKGROUND: Students who are in Special Education classes have special needs and demand more individual attention than the pupil in the "average" classroom situation. A volunteer working in the department of Special Education can assist the teacher as he attempts to provide for the many individual needs of these exceptional students.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction of and in cooperation with the teacher. Generally, the assignment will include one or more of the following tasks:

1. Assisting in establishing activity corners.
2. Reading stories to students.
3. Assisting in supervising play activities.
4. Filing written work in the students' work folders.
5. Preparing and duplicating materials for activities and in keeping records of such materials.
6. Giving individual help to students.
7. Operating audio-visual equipment (film projector, film strip projector; listening stations; etc.).
8. Assisting with the supervision of pupils who are going from the classroom to other areas.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Cooperative and cheerful attitude; willingness to follow directions; interest in students and in their adjustment to school life.

CONTRIBUTION: Assist exceptional students as they adjust to school life (to build a more positive self-image). Increase the amount of time the teacher has to do actual teaching by assuming a supportive role. Develop a channel of communications between the school and the community regarding the public education of exceptional students.

TYPE OF WORK: STORY TELLING AND/OR BOOK REVIEWER

BACKGROUND: Books and reading materials can become a meaningful part of a student's life by introducing him to selected literature through story-tellers and book reviewers. Telling stories or reading parts of a book in an interesting manner may motivate student's interest in a wide variety of reading materials.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the librarian and/or classroom teacher. Generally, the assignment will include one or more of the following tasks:

1. Checking with librarian and determining what classes will be scheduled on the day of assignment.
2. Obtaining recommendations from teacher or librarian as to kind of story or book to be highlighted.
3. Checking with librarian for appropriate filmstrips or available records.
4. Practicing and preparing at home for one or more classes by becoming familiar with the book or story.
5. Preparing questions which will encourage students to participate in discussion.
6. Telling a story or reading parts of a selected book to one or more classes.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Warm personality; clear speaking voice; ability to relate well to students and staff; interest in reading and in students; emotionally mature; dramatic flair helpful.

CONTRIBUTION: Motivate in a very special way student's interest in reading.

Build student's self-confidence by identifying with him.

Give the librarian more time to utilize her professional training to work with individual students.

TYPE OF WORK: SUPERVISION ASSISTANT IN THE CAFETERIA, HALLS, PARKING LOT OR PLAYGROUND AREA

BACKGROUND: Every experience throughout the school day is a learning experience for students, in addition to those planned learning activities within the classroom walls. Between classes, during lunch, on the playground, or before and after school, the volunteer supervisor may offer meaningful assistance to students, as well as serve as a behavior model, for helping students have a successful school experience.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the school principal, School Volunteer Resource Person, or other person designated by the principal. Generally, the assignment will include one or more of the following tasks:

1. Assisting students, parents, volunteers, or visitors to their destination on the school campus.

2. Helping students and visitors abide by the school rules and policies concerning hall passes, visitor's passes, safety rules, cafeteria policies, etc.

3. Talking with students who are in the halls between classes to help them locate and return to their class or other destination.

4. Communicating with students in a helpful and friendly manner to let them know of your interest in them and their problems.

5. Helping students make an orderly and quiet transition from one area of the school campus to others while they are in such areas as the halls, cafeteria, parking lot, bus loading zone, playground, etc.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Cooperative attitude; ability to relate well to students and staff; interest in helping individual students adjust to school life.

CONTRIBUTION: Build student self-concept by identifying with him. Assist in developing and maintaining orderly student movement on the campus. Help students develop a more positive attitude toward school and academic achievement. Develop a channel of communications between the school and the community regarding public education.

TYPE OF WORK: VOLUNTEER INSTRUCTOR / SPECIAL INTEREST CLUB SPONSOR

BACKGROUND: As the schools of Dade County seek to provide a wide variety of experiences for all students, need arises for volunteers who have particular talents or skills and are willing to share these with the students in order to enrich or extend the curriculum.

DURATION OF JOB: To be determined prior to service by mutual consent of the volunteer and the School Volunteer Program.

DUTIES OF JOB: Work in cooperation with the principal or his designee. Generally the assignment will include one or more of the following tasks:

1. Planning the sessions
   a. Determine a scope and sequence for activities or presentations
   b. Select appropriate materials and resources
   c. Arrange for necessary equipment
   d. Identify the characteristics of the students who should participate
   e. Communicate needs to appropriate school personnel

2. Conducting the sessions
   a. Provide intellectual input
   b. Provide appropriate practice
   c. Supervise all activities
   d. Communicate progress to appropriate school personnel

3. Evaluating the sessions
   a. Conduct an evaluation of the program
   b. Communicate any suggestions for change or modification to the appropriate school personnel.

PREPARATION PROVIDED: An orientation session is provided.

VOLUNTEER QUALIFICATIONS: Ability or experience in a particular field; desire to share knowledge or skill with students; interest in enriching or expanding school programs; willingness and ability to be self-directed and dependable.

CONTRIBUTION: Provide to interested students supplementary information and experiences in order to develop knowledge or skills in areas not usually available through the regular school curriculum.

Appendix

Evaluation

Each workshop conducted for volunteer training is evaluated as a basis for decision making, program modification and review. Both objective and subjective, open-ended questions are included in the COURSE, WORKSHOP, CONFERENCE EVALUATION.

SCHOOL VOLUNTEER PROGRAM
COURSE, WORKSHOP, CONFERENCE EVALUATION

CODE NO. OR NAME (OPTIONAL): _____ DATE: _____

AGE: _____ SEX: _____ M _____

LENGTH OF SERVICE AS A TEACHER:/VOLUNTEER/ADMINISTRATOR _____

NAME OF SCHOOL WHERE YOU ARE EMPLOYED: _____

INSTRUCTOR'S NAME: _____ COURSE TITLE: _____

Please rate the following aspects of this course by circling the appropriate number. If the item does not apply to this course or workshop, put an "x" in the box labeled "inappropriate."

			Inappropriate
(1)	Purposes and goals	1 2 3 4 5 6 (Not realized … Completely Realized)	☐
(2)	Interest Level	1 2 3 4 5 6 (Very low … Very High)	☐
(3)	Tests	1 2 3 4 5 6 (Narrow … Comprehensive)	☐
(4)	Classroom Teachers	1 2 3 4 5 6 (Erratic Confusing … Organized Meaningful)	☐
(5)	Clarity of presentation of material	1 2 3 4 5 6 (Vague, confusing … Clear, concise, relevant)	☐
(6)	Demonstration and techniques employed	1 2 3 4 5 6 (Poor … Outstanding)	☐
(7)	Organization of material	1 2 3 4 5 6 (Poor … Outstanding)	☐

			Inappropriate
(8)	Evaluation of student accomplishment.	1 2 3 4 5 6 Poor — Outstanding	☐
(9)	Information received	1 2 3 4 5 6 Irrelevant, meager — Relevant, useful	☐
(10)	Explanation of difficult points or concepts	1 2 3 4 5 6 Poor — Outstanding	☐
(11)	Activities proposed	1 2 3 4 5 6 Not relevant to classroom application — Exciting, relevant, to classroom implementation	☐
(12)	Instructor's approach	1 2 3 4 5 6 Dull — Imaginative	☐
(13)	Workshop materials	1 2 3 4 5 6 Poor, irrelevant — Outstanding, relevant	☐

SCHOOL VOLUNTEER PROGRAM
COURSE, WORKSHOP, CONFERENCE EVALUATION

Please answer all the following questions clearly:

1. What do you feel you have gained from the experiences you have had in this workshop? _____

_____

2. How has the course or workshop content been helpful? Do you see it having any value to you in your teaching? _____

_____

3. What changes would you make in the course or workshop content or organization? _____

_____

_____

4. Which activities did you enjoy most? _____

_____

5. Which activities did you enjoy least? _____

_____

(Please state your feelings.) _____

_____

_____

_____

6. Suggestions for the improvement of the instruction by the instructor: _____

_____

_____

Volunteers are encouraged to develop greater understanding of self as a step in developing skill in building a helping relationship. One technique and tool for increasing self-awareness is the Life Style Indicator, used by the Dade County School Volunteer Program during its orientation workshops.

LIFE STYLE INDICATOR

DIRECTIONS: This questionnaire consists of 8 statements of opinions or feelings. For each numbered statement in the statement column do the following:

1. Select the response which is most near your own feelings and circle the corresponding letter under MOST in the Response Column.
2. Select the response which is least near your own feelings and circle the corresponding letter under LEAST in the Response Column.

For each statement you will have circled 2 different letters in the Response Column. There are no right or wrong answers, and your first reactions is desired.

STATEMENT COLUMN	RESPONSE COLUMN	
	Most	Least
1. In "new" situations I let my actions be guided by: a. my own common sense. b. those who are in a position of responsibility. c. my colleagues or close friends.	b c a	b c a
2. I especially try to avoid: a. not being myself. b. going against tradition. c. not checking with others similar to myself.	b c a	b c a
3. I grow and progress best in this world by: a. finding out what I want to do most. b. finding out the way things ought to be done. c. finding out what others want to do and comprising.	c a b	c a b
4. I try to treat others: a. individually. b. politely. c. as I would like to by treated.	c a b	c a b

STATEMENT COLUMN	RESPONSE COLUMN Most	Least
5. I am responsible for my actions to: a. myself. b. those who are responsible for me. c. my friends	a b c	a b c
6. I believe that what this world needs more of is: a. those who do their own thing. b. those who respect law and order. c. those who are willing to compromise.	a b c	a b c
7. The adage which is representative of my philosophy is: a. "To thine own self by true." b. "It's not whether you win or lose, but how you play."	c a b	c a b
8. The true value of my endeavors: a. should be evident to me immediately. b. might take years to be realized. c. should be evident when analyzed by others.	b c a	b c a
Total number of circled letters	a b c	a b c

Transfer the appropriate totals to the formulas below: The style receiving the highest number is most reflective to your feelings.

#of a's in MOST___(-) #of a's in LEAST(+) 8 = _____Personalistic Style
#of b's in MOST___(-) #of b's in LEAST(+) 8 = _____Formalistic Style
#of c's in MOST___(-) #of c's in LEAST(+) 8 = _____Sociocentric Style

LIFE STYLE CHARACTERISTICS

DIRECTIONS: To determine the characteristics of a particular life style, read the category on the left and follow it across to the column headed by the selected style.

CATEGORY	PERSONALISTIC	FORMALISTIC	SOCIOCENTRIC
Is spurred to action by:	Himself	Authorities	Associates
Allows actions to be controlled by:	Self Control	Rules, Laws and rewards	Interpersonal commitments
Feels responsibility lies in:	Self	Persons of Authority	Colleagues and peers
Grows personally by:	Becoming more aware of self	Following established order	Communicating with others
Views others as	Individuals	Members of Society	Equals
Strives for goals which:	Express himself	Comply with tradition	Produce harmony and agreement
Tries to avoid:	Not being himself	Doing the wrong thing	Being different
Focuses attention on:	Present	Distant future and distant past	Near future and near past

"LISTEN-TO-CHILDREN" WORKSHOP
February 27, 1973

Time	Topic	Technique	Tool
10'	1. Warm Up	a. Unabashed praise b. Pie graph - volunteer time	a. Elementary Counselors b. Volunteers' responses
(5 30'(15 (10	2. How can we get kids to talk?	a. Voluntary sharing b. Mini-talk c. Total group discussion	a. Volunteers' responses b. Resource person - Jack Presley c. Volunteers' responses
(5 30'(15 (10	3. What kind of talk can we expect?	a. Voluntary sharing b. Mini-talk c. Total group discussion	a. Volunteers' responses b. Resource Person c. Volunteers' responses
30'	4. What specific situations have puzzled or challenged you?	Small group discussion led by one of our volunteers	Volunteers' responses
10'	5. What next?	Small groups	Volunteers' responses
10'	6. Wind-up	Total group sharing	Reports from small groups

SCHOOL VOLUNTEER PROGRAM
LEADERSHIP TRAINING WORKSHOP

September 19, 1972

Time	Topic	Technique	Tool
8:30 - 9:00	Registration & Coffee	Sign in Tables (Individual)	Name Tags
9:00 - 9:10	Welcome and Introduction	Presentation (Entire group)	Lecture - Dr. J. De Church
9:10 - 9:40	Who Am I?	Questionnaire (Individual)	Life Style Indicator
9:40 -10:00	Why Am I here?	Left-right, front back, sharing (Small groups)	Participants' responses
10:00 -10:20	Where do you fit in the school volunteer program? (Overview)	Viewing (Entire group)	Slide/tape set
10:20-10:40	How far has the school volunteer program come? (History and goals)	Presentation (Entire Group)	Lecture
10:40-11:15	What has already been done? (County-wide Groups) (Materials: handbook stuffers, book-made film)	Presentations (Entire Group) Viewing (Entire Group)	"V" & Follow-up forms

Time	Topic	Technique	Tool
11:15-11:30	What will happen this afternoon?	Presentation (Entire Group)	Chalkboard
	(Lunch)		
12:30-3:30	What will I be doing? 1.Recruiting & Promoting 2.Interviewing & Placing 3.Keeping Records	Exploration of each topic 15' report + 5' listen) 30' Planning) 30' for our own school)	1 & 2 Your Volunteer Program Mary Swanson and 3 SVE Leaders' Handbook (3 area Specialists) Participant ideas (School Pairs)

SCHOOL VOLUNTEER PROGRAM
LEADERSHIP TRAINING WORKSHOP

September 20, 1972

Time	Topic	Technique	Tool
8:30 - 8:45	Materials pickup and coffee	Sign in Tables (Individual)	Selected modules
8:45 - 9:00	What else will I be doing? Training volunteer and teachers		
9:00-9:10	"Following Directions"	Respond to handout (Individual)	Handout Sheet
9:10-9:30	What are the characteristics of the training materials?	Viewing (entire group)	Huston slide/tape
9:30 -11:30	What information do the training modules contain?	Walk through appropriate module 2 (small groups)	Modules: 1. Using Services of School Volunteer Program for School Volunteer Resource Person 2. Becoming a School Volunteer for School Volunteer Chairman
	LUNCH		
12:30-1:30	How can I build a positive communication network?	Walk through (4 small groups) Act 1: oral reading Act 2:Individual reading Act 3: discussion	Module: Building 1-1 Relation Objectives 4 (Coordinator and 3 Area Specialists)

Time	Topic	Technique	Tool
1:30-2:00	Can I really apply my knowledge?	Take post-assessment and be prepared to role playing any 2. (4 small groups) by appropriate job description)	Training Record
2:00-2:30	How do others react?	Role playing any 2 from your group (Entire group)	(Participants)
2:30-3:00	What have I learned?	Respond to handout	"Workshop Evaluation Form

APPENDIX

FORMS FOR EVALUATING
A
SCHOOL VOLUNTEER PROGRAM

Title of Evaluation Forms — Page

Volunteer Competency Rating Scale 77

Feedback Sheet--Volunteer Education Module 84

Listen to Children Program--Attitude Questionnaire 87

Volunteer's Evaluation 90

Eastern Air Lines Volunteer Evaluation 93

Student Volunteer Evaluation Form 96

Satisfaction Questionnaire for Teachers 99

Principal/Teacher/Volunteer Affective School Volunteer Model Index 104

EVALUATION FORM TO BE
COMPLETED BY SCHOOL VOLUNTEERS

School Volunteer Program
Volunteer Competency Rating Scale

As part of a self-awareness program for the volunteer, and as a means of identifying needs for training volunteers for special skills, volunteers are asked to check themselves on a self-rating sheet, the Volunteer Competency Rating Survey. This competency survey identifies skill areas in terms of basic volunteer skills, basic technical skills for supporting the instructional program, and basic interpersonal skills. Training programs for individual or groups of volunteers may then be planned based on needs identified by volunteers themselves in this self-rating survey.

VOLUNTEER COMPETENCY RATING SURVEY

Rate yourself on a continuum of 1 to 4 in terms of how competent you feel you are with respect to the following statements.

	No Competency	Minimum Competency	Average Competency	Above Average Competency	Outstanding Competency
	0	1	2	3	4
A. Basic Volunteer Skills					
1. Can regularly schdule myself for volunteer duty for which I have been assigned.					
2. Can effectively use the module training format to develop volunteer skills.					
3. Can prepare plans for effective use of my volunteer time in the schools.					
4. Can effectively explain to others the purpose of the volunteer program in which I am participating.					

	No Competency	Minimum Competency	Average Competency	Above Average Competency	Outstanding Competency
	0	1	2	3	4
B. Basic Technical Skills for Supporting the Instructional Program					
1. Can perform clerical tasks associated with volunteer duties.					
2. Can use office and audio-visual equipment as required.					
3. Can check student's daily work according to instructional plans.					
4. Can maintain accurate records as established for instructional program.					
5. Can prepare and handle instructional materials as directed by the teacher.					
6. Can use library re-resources to assist students and teachers.					

	No Competency	Minimum Competency	Average Competency	Above Average Competency	Outstanding Competency
	0	1	2	3	4
7. Can prepare the physical environment for implementation of teacher's instructional plans.					
8. Can assist students with learning tasks; on an individual and small group basis.					
9. Can use language as an appropriate model for student development.					
C. Basic Interpersonal Skills for Supporting the Instructional Program					
1. Can describe the general purposes and organization of the program in which he is operating.					
2. Can define his role and responsibilities as a teacher aide.					

	No Competency	Minimum Competency	Average Competency	Above Average Competency	Outstanding Competency
	0	1	2	3	4
3. Can communicate effectively with teachers in his instructional setting.					
4. Can accept and communicate effectively with students at their individual level of development.					
5. Can communicate effectively with parents and community members involved in his program.					
6. Can accept and respond to varying social, cultural, and language backgrounds of students and adults.					
7. Can assist students to develop appropriate behavior and positive self-discipline.					

	No Competency	Minimum Competency	Average Competency	Above Average Competency	Outstanding Competency
	0	1	2	3	4
8. Can protect the physical safety and general well-being of students with whom he works.					
9. Can plan for his own professional growth and development.					
D. Special Knowledge and Skills in the Area of Assignment					
1. Can implement the teacher's plans as appropriate to special subject area content.					
2. Can implement the teacher's plans as appropriate to the level of students involved.					
3. Can use the materials and audio-visual media related to his area of assignment.					

	No Competency	Minimum Competency	Average Competency	Above Average Competency	Outstanding Competency
	0	1	2	3	4
4. Can implement the teacher's plans as related to special learning problems or disabilities of students.					

FORM OF EVALUATION
OF
PROGRAM MATERIALS

School Volunteer Program
Feedback Sheet--Volunteer Education Module

Materials that are developed in a school volunteer program for recruitment, promotion, training, and reporting, are most effectively evaluated by those persons who have used the materials. In the Dade County (Miami) School Volunteer Program, evaluation of the training packages, called a "volunteer education module," is fed back to the central office as a basis for decision-making in the future use or revision of existing materials. Multi-level feedback is obtained from administrators, school staff, volunteers, and students.

FEEDBACK SHEET

VOLUNTEER EDUCATION MODULE

MODULE TITLE: _____

PARTICIPANT: _____

POSITION: Regular Volunteer ___ Student Volunteer ___ Teacher ___

Administrator ___ Volunteer Resource Person ___

Volunteer Chairman ___

SCHOOL: _____

CLASSROOM LEVEL: Elementary ___ Junior High ___ Senior High ___ Other ___

SUBJECT SPECIALITY: _____

DIRECTIONS: Obtain or make a copy of this FEEDBACK SHEET, then circle the number which best indicates your reaction to each question. Have the School Volunteer Resource Person sign in the space provided to verify your satisfactory completion of this module's objectives.

		NO				YES
1.	Were the objectives to be achieved clear to you before you began working?	1	2	3	4	5
2.	Are sufficient instructional activities and/or resources included to meet objectives?	1	2	3	4	5
3.	Are the resources an effective means for changing volunteer behavior to meet the objectives?	1	2	3	4	5
4.	Is a system provided for on-going feedback as to your own progress in mastering the objectives?	1	2	3	4	5
5.	Are alternate activities included to provide for differences in volunteer learning styles?	1	2	3	4	5
6.	Does the module make a contribution to developing relevant volunteer competencies?	1	2	3	4	5
7.	Does the module appear to be a more effective way to spend volunteer training time than alternate strategies you are aware of?	1	2	3	4	5
8.	Is the material well organized and readable?	1	2	3	4	5
9.	Does it contribute to individualizing instruction?	1	2	3	4	5

	NO				YES
10. Are the AV components free from auditory and visual difficulties for regular classroom use? (Answer when question is applicable to particular module.)	1	2	3	4	5

11. What changes would you suggest for improving the objectives?

12. What changes would you suggest for improving the resources?

13. What changes would you suggest for improving the activities?

14. What changes would you suggest for improving the pre and post assessment sections of the module?

15. What changes would you suggest for meeting the needs of participants who have varying entering abilities and backgrounds?

16. What suggestions would you make for motivating other volunteers/teachers/administrators to use the Modules to improve their skills?

NAME OF PARTICIPANT: _____ has satisfactorily completed the objectives of this module.

_____

Signature of School Volunteer Resource Person School Date

RETURN THIS MODULE AND THE FEEDBACK SHEET TO:

School Volunteer Program
Dade County Public Schools
1410 N. E. Second Avenue, Room 210
Miami, Florida 33132

or

A-1, School Volunteer Program
Room 210, Lindsey Hopkins Bldg.

FORM FOR EVALUATION OF
SPECIAL COMPONENT WITHIN THE
SCHOOL VOLUNTEER PROGRAM

School Volunteer Program
Listen to Children Program
Attitude Questionnaire

Both subjective and objective data are obtained from all levels of persons participating in the special "Listen to Children" program within the total School Volunteer Program. Evaluation of the three aspects of (1) training components, (2) school-level considerations, and (3) the role of the listener provides the program administrator with facts and attitudes on which to base future program expansion or curtailment.

PLEASE RETURN TO: Nancy Cooper, School Volunteer Program via U. S. Mail or School Mail A-1

LISTEN-TO-CHILDREN PROGRAM
ATTITUDE QUESTIONNAIRE

POSITION: (check one)

____ Listener ____ Counselor ____ School Administrator ____ Teacher

DIRECTIONS: Read each statement and decide how you feel about it. Then circle the number which most nearly corresponds to your feelings. Finally identify some specific reasons for your ratings in the section marked "because".

TRAINING COMPONENTS:	Strongly Disagree				Strongly Agree
1. The 4-hour pre-service training sessions are a valuable part of the training program.	1	2	3	4	5
Because: _____					
2. The monthly feedback sessions are a valuable part of the training program.	1	2	3	4	5
Because: _____					
3. The school-level orientation by the counselor and/or school administrators is a valuable part of the training program.	1	2	3	4	5
Because: _____					
SCHOOL-LEVEL CONSIDERATIONS:					
4. The listeners are regarded by the faculty as a contributing member of the total school team.	1	2	3	4	5
Because: _____					

	Strongly Disagree				Strongly Agree
5. The listeners are regarded by the administrators of the school as a contributing member of the total school team.	1	2	3	4	5
Because: _____					
6. The facilities at the school are adequate for the needs of the listeners.	1	2	3	4	5
Because: _____					

THE ROLE OF THE LISTENER:

7. The listeners helped meet a definite need in the schools.	1	2	3	4	5
Because: _____					
8. The listeners were able to establish a satisfactory relationship with the students.	1	2	3	4	5
Because: _____					
9. The listeners affected the behavior of the students in a positive manner.	1	2	3	4	5
Because: _____					

What changes would you suggest for improving the program? (Write answer on back)

What suggestions would you make for motivating others to participate as listeners? (Write answer on back)

EVALUATION FORM USED BY VOLUNTEERS
TO RATE EFFECTIVENESS OF TOTAL
SCHOOL VOLUNTEER PROGRAM

School Volunteer Program
Volunteer's Evaluation

As part of the evaluation process, volunteers are requested to rate the effectiveness of the several components of the volunteer program on a scale of one to five. Areas rated are the general orientation program, local school orientation, training program, recruitment, and reaction to working in the school.

SCHOOL VOLUNTEER PROGRAM
VOLUNTEER'S EVALUATION

he School Volunteer Program of the Dade County Public Schools wants to use he ideas of its volunteers to change, modify and improve the program. We ould sincerely appreciate your taking time to respond to the statements on his sheet so that your opinions and ideas can be included in planning next ear's program. Please return the completed form to: School Volunteer rogram, School Mail Code A-1 or 1410 N. E. Second Avenue, Room 210, Miami, lorida 33132.

Sincerely,

Audrey H. Jackson
Coordinator of Volunteer Services

AME (OPTIONAL) _____ DATE _____

GE (OPTIONAL) ____ SEX: F ___ M ___ LENGTH OF SERVICE AS A VOLUNTEER THIS YEAR _____

AME OF SCHOOL CENTER WHERE YOU WORKED _____

YPE OF VOLUNTEER JOB YOU PERFORMED _____

ID YOU PARTICIPATE IN THE SCHOOL VOLUNTEER TRAINING PROGRAM? _____

LEASE RATE THE FOLLOWING ASPECTS OF THIS PROGRAM BY CIRCLING THE APPROPRIATE UMBER. IF THE ITEM DOES NOT APPLY TO YOUR SITUATION, PUT AN "X" IN THE BOX ABELED "INAPPROPRIATE".

		Poor				Excellent	Inappropriate
1.	Recruitment Procedures Used by School System for Volunteers.	1	2	3	4	5	☐
2.	Training Program Provided	1	2	3	4	5	☐
3.	Cooperation of School Volunteer Staff (Co rdinator & Secretary)	1	2	3	4	5	☐
4.	Cooperation of Principal	1	2	3	4	5	☐
5.	Cooperation of Volunteer Resource Person	1	2	3	4	5	☐
6.	Cooperation of Teachers	1	2	3	4	5	☐
7.	General Reception at the School Center	1	2	3	4	5	☐
8.	Planning for Volunteers by the School	1	2	3	4	5	☐

		Poor				Excellent	Inappropriate
9.	Recognition of What the Volunteer Accomplishes	1	2	3	4	5	☐
10.	Procedures Outlined by the School for Volunteers to Follow	1	2	3	4	5	☐
11.	General Reception by the Students	1	2	3	4	5	☐
12.	Publicity (Dissemination of Information) on This Program	1	2	3	4	5	☐
13.	The Overall Effectiveness of the Program in Helping the Youth of Dade County in the Areas Outlined by the Program	1	2	3	4	5	☐

14. Do you intend to participate again next school year as a volunteer?
YES ___ NO ___.

ANY FURTHER COMMENTS OR SUGGESTIONS YOU MAY HAVE ARE MOST WELCOME. ADD THEM BELOW.

EVALUATION FORM USED BY
BUSINESS/INDUSTRY VOLUNTEERS

School Volunteer Program
Eastern Air Lines Volunteer Evaluation

Corporate/industry involvement in the School Volunteer Program is evaluated by those volunteers representing different segments of the business community. Areas rated are the publicity and recruitment procedures, orientation programs, and cooperation at the local school staff, volunteer staff, and students.

SCHOOL VOLUNTEER PROGRAM
EASTERN AIR LINES VOLUNTEER EVALUATION

The School Volunteer Program of the Dade County Public Schools sincerely appreciates the time which has been given to the students of our system by the Eastern Volunteers during the past months. We would like to use your ideas to change, modify and improve the existing program. We would appreciate your taking time to respond to the statements on this sheet so that your opinions and ideas can be included in the planning for next year's program. Please return the completed form to: School Volunteer Program, Dade County Public Schools, 1410 N. E. Second Avenue, Room 210, Miami, Florida 33132. Thank you in advance for your cooperation.

Audrey Jackson
Coordinator of Volunteer Services

NAME (OPTIONAL) _____ DATE: _____

AGE (OPTIONAL) ____ SEX: F ___ M ___ LENGTH OF SERVICE AS A VOLUNTEER THIS YEAR ____

NAME OF SCHOOL CENTER WHERE YOU WORKED: _____

TYPE OF VOLUNTEER JOB YOU PERFORMED: _____

DID YOU PARTICIPATE IN THE SCHOOL VOLUNTEER ORIENTATION PROGRAM? _____

PLEASE RATE THE FOLLOWING ASPECTS OF THIS PROGRAM BY CIRCLING THE APPROPRIATE NUMBER. IF THE ITEM DOES NOT APPLY TO YOUR SITUATION, PUT AN "X" IN THE BOX LABELED "INAPPROPRIATE".

		Poor				Excellent	Inappropriate
1.	Recruitment Procedures Used by Eastern & Dade County Public Schools	1	2	3	4	5	☐
2.	Amount and Type of Orientation Provided by Community School	1	2	3	4	5	☐
3.	Cooperation of Community School Director	1	2	3	4	5	☐
4.	General Reception by the School Staff	1	2	3	4	5	☐
5.	General Reception by the Students	1	2	3	4	5	☐
6.	Planning for Volunteer by the Community School Staff	1	2	3	4	5	☐
7.	Facilities Provided for the Volunteer to use at the School	1	2	3	4	5	☐

	Poor				Excellent	Inappropriate
8. Explanation of the Program by the School Volunteer Coordinator	1	2	3	4	5	☐
9. Follow-up Provided by Eastern	1	2	3	4	5	☐
10. Publicity (Dissemination of Information) on this Program	1	2	3	4	5	☐
11. The Idea of a Corporate-Public School Effort Using Volunteers to Enrich Education	1	2	3	4	5	☐
12. The Overall Effectiveness of this Program in Helping the Youth of Dade County in the Areas Outlined by the Program	1	2	3	4	5	☐

13. Would you participate again in this program if it continued next school year? YES ___ NO ___

14. On the whole, has your experience with this effort been a rewarding one? YES ___ NO ___

ANY FURTHER COMMENTS OR SUGGESTIONS YOU MAY HAVE ARE MOST WELCOME. PLEASE ADD THEM TO THE BOTTOM OF THIS FORM.

EVALUATION FORM COMPLETED BY
CLASSROOM TEACHERS UTILIZING COLLEGE STUDENT VOLUNTEERS

School Volunteer Program
Student Volunteer Evaluation Form

Students in higher education, at the senior high school, college and university level, often perform volunteer service to the schools as part of their field experience, or for three hours of college credit in education or sociology. Classroom teachers who utilize the services these student volunteers complete the Student Volunteer Evaluation Form to help the sending education institution and the volunteer program assess the total contribution made by these students.

SCHOOL VOLUNTEER PROGRAM
STUDENT VOLUNTEER EVALUATION FORM

Psychology-Education Department
Miami-Dade Community College
11380 N. W. 27 Avenue
Miami, Florida 33167

Frederick Baldwin
Coordinator

Education 290--Educational Service Laboratory

Rating Symbols: 3 = Commendable, 2 = Adequate, 1 = Needs improvement, 0 = Does not apply

Name and Student Number _____

Term Enrolled (Sequence Number) _____

School Address _____

Cooperating Teacher(s) _____

		3	2	1	0
A.	Personal Aspects				
	1. Appearance				
	2. Health				
	3. Emotional maturity				
	4. Speech				
	5. Social sensitivity				
	6. Originality				
	7. Resourcefulness				
	8. Adaptability				
	9. Sense of humor				
B.	Basic Technical Skills for Supporting the Instructional Program				
	1. Can prepare and handle instructional materials as directed by the teacher				
	2. Can use library resources to assist students and teachers				
	3. Can prepare the physical environment for implementation of teacher's plans				
	4. Can perform clerical tasks associated with his duties				
C.	Basic Interpersonal Skills for Supporting the Instructional Program				
	1. Can communicate effectively with teachers in his instructional setting				

		3	2	1	0
2.	Can accept and communicate effectively with students at their individual level of development				
3.	Can accept and respond to varying social, cultural, and language backgrounds of students and adults				
4.	Can assist students to develop appropriate behavior and positive self-discipline				
5.	Can protect the physical safety and general well-being of students with whom he works				
6.	Can plan for his own professional growth and development				
D.	Special Knowledge and Skills of the Area of Assignment				
1.	Can implement the teacher's plans as appropriate to special subject area content				
2.	Can implement the teacher's plans as appropriate to the level of students involved				
3.	Can use the materials and audio-visual media related to the area of his assignment				
4.	Can implement the teacher's plans as related to special learning problems or disabilities of students				

Additional comments:

Recommended Grade _____

_____
Teacher's Signature

Date _____

EVALUATION FORM USED TO OBTAIN TEACHERS' OPINIONS ON CONTRIBUTIONS OF SCHOOL VOLUNTEERS TO TEACHER JOB SATISFACTION

School Volunteer Program
Satisfaction Questionnaire for Teachers

As part of the evaluation process in the Dade County (Florida) schools, teachers are asked to respond to a questionnaire for information on how the volunteer's services contributed to the teacher's job satifaction. Teachers' opinions are sought on the value of services performed by volunteers on their own teaching job.

February 1, 1973

M E M O R A N D U M

TO: Teachers Who Have Utilized the Services of a School Volunteer in North Central, South Central and Northeast Areas

FROM: Audrey Jackson, Coordinator
Volunteer Services

SUBJECT: MEASUREMENT OF THE EFFECTIVENESS OF VOLUNTEERS DURING THE 1972-73 SCHOOL YEAR

During the past school year the School Volunteer Program has worked to initiate a structured program that would provide the maximum amount of services to teachers and other staff members in the school as they performed their role of helping children achieve an effective educational program.

The staff of the School Volunteer Program is preparing a report for the State Department of Education on the activities of the program during this past year. Since we feel that the teachers are among the most important participants in the program we would like your reaction to ten questions pertaining to the use of volunteers.

Even though we realize that your time is limited and overextended, we would sincerely appreciate your cooperation in completing this form and returning it in the school mail to the School Volunteer Program. DO NOT LIST YOUR NAME. When you have completed the form, merely fold and stable it. Our address is printed on the back and will show when folded and stapeled.

If you are interested in reading the overall report when it is finished July 1, 1973, you may contact your School Volunteer Resource Person and request a copy from the Area Specialist in your Area, or call the School Volunteer Office, 350,3732 and request a copy.

We appreciate your cooperation and thank you again for helping us to effectively involve our community in the school.

AD/bb

SCHOOL VOLUNTEER PROGRAM
SATISFACTION QUESTIONNAIRE
FOR
TEACHERS

1. Do you feel that contributions made by a school volunteer working with the students for whom you are responsible has increased the effectiveness of your instruction this year? If yes, explain how.

_____

_____

_____

_____

2. Has the volunteer been able to appreciably assist you in performing your duties to the extent that you were able to achieve a greater degree of satisfaction in accomplishing the objectives you set for yourself as a teacher?

_____

3. If your answer was "yes" to number 2, state how. If your answer was "no", please state the reasons which you feel prohibited this occurring?

_____

_____

_____

_____

4. Are you generally in agreement with some people's opinion that a volunteer who effectively helps students achieve higher goals in academic areas will indirectly increase the teacher's job satisfaction because the teacher's time will be less taken up with remedial activities? If "yes", explain why you feel this way.

_____

_____

_____

_____

5. In your opinion, is there a point of diminishing returns when a teacher has more than one or two volunteers to supervise as they work with his students? Or, said another way, does the supervisory time required for volunteers decrease the effectiveness of having extra help in presenting instructional activities when more than two volunteers are working with one teacher? Explain your answer.

6. Do you feel an increased amount of satisfaction in knowing that you are providing a more individualized program of instruction through the assistance of school volunteers? If "yes", list one way in which volunteers have assisted you to individualize instruction.

7. Do you generally feel a greater amount of satisfaction from teaching with the assistance of volunteers who have skills that you have not been able to give personally to the students (woodworking, music, demonstrations, special interest presentations, etc.)? Explain your answer.

8. Generally speaking, do you feel that volunteers who are qualified to substitute and can provide "release time" for planning staff development activities contribute the most important item toward increasing teacher job satisfaction? Explain your answer.

_____

_____

_____

_____

9. In your opinion, what is the single most important thing which a volunteer has done during this past year to contribute to your overall job satisfaction?

_____

_____

_____

_____

10. Being perfectly candid, do you feel that school volunteers play any part at all in the overall picture of a teacher's job satisfaction? Explain your answer.

_____

_____

_____

_____

EVALUATION FORM USED TO MEASURE
EFFECTIVENESS OF RECRUITMENT AND
TRAINING PROGRAMS

School Volunteer Program
Principal/Teacher/Volunteer Affective
School Volunteer Model Index

Recruitment and training of volunteers are the keys to the success of the school volunteer program. To obtain overall evaluation of the program, the attitude of the three groups of people directly affected by volunteer recruitment and training is measured by use of a five point Likert type scale of strongly agree to strongly disagree. Analysis of differences toward the program components among principals, teachers and volunteers serves as a baseline for modified program direction. This instrument, developed and validated by the Dade County (Florida) school volunteer program, is identified as the PRINCIPAL/TEACHER/VOLUNTEER AFFECTIVE SCHOOL VOLUNTEER MODEL INDEX.

arch 23, 1973

E M O R A N D U M

O: Participants in the School Volunteer Program Model Evaluation

ROM: Audrey Jackson, Coordinator of Volunteer Services
Dade County Public Schools

UBJECT: PRINCIPAL/TEACHER/VOLUNTEER AFFECTIVE SCHOOL VOLUNTEER MODEL INDEX

he School Volunteer Program is in a process of conducting an evaluation of he methods that have been employed for recruitment and training of volun-eers. To the best of your knowledge about these two aspects of the program, ould you please take time to respond to each of the attached items on the cale of one to five (1 to 5) as indicated. Please fold and staple the uestionnaire when you have completed it and send it in the school mail to he School Volunteer Program Office, Room 210, School Code: A-1. If at ll possible we would appreciate you returning this completed survey to our ffice prior to April 6, 1973.

D/bb

ttachments

PRINCIPAL/TEACHER/VOLUNTEER AFFECTIVE SCHOOL VOLUNTEER MODEL INDEX
SUBSCALE I: RECRUITMENT OF VOLUNTEERS

The recruitment of volunteers through School Volunteer Program:	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
	5	4	3	2	1
1. Made the program more appealing					
2. Presented the picture of voluntarism fairly					
3. Was an aid to developing the integrity of the program					
4. Was always consistent					
5. Was one of the best in the community					
6. Was attractive to all agencies					
7. Was progressive in its presentation					
8. Inspired the respect of the community for the school system					
9. Had the support of the community					
10. Was energetically presented					
11. Was well presented					
12. Was well organized					
13. Was too idealistic					
14. Was not factual					

Subscale 1: Recruitment of Volunteers
Page 2

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
	1	2	3	4	5
15. Was not necessary					
16. Was too isolated from the general community					
17. Was appealing to all age groups					
18. Showed partiality to specific groups of people					
19. Exerted the wrong type of image					
20. Has more liabilities than assets					
21. Was a failure as a component of the School Volunteer Program					
22. Showed much preparation					
23. Was better than any previous recruitment campaigns conducted by schools					
24. Was a waste of time and money					
25. Was very worthwhile					
26. Was liked by almost everyone					
27. Made for a better program					
28. Demonstrated outstanding results					

Subscale 1: Recruitment of Volunteers
Page 3

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
	5	4	3	2	1
29. Appealed to all schools in Dade County					
30. Took up to much time in the schools					
31. Had many deficiencies					
32. Showed only a limited side of voluntarism					
33. Did not really serve its purpose					
34. Was mainly geared to parents					
35. Was systematic					
36. Increased general community support of schools					
37. Displayed a new positive side of the school					
38. Uncovered a new potentially powerful service group for schools					
39. Emerged as an important part of the program					
40. Gave much for a minimum cost					
41. Was a good way to involve business and industry					

ubscale 1: Recruitment of Volunteer
age 4

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
	5	4	3	2	1
2. Was realistic in its expectation					
3. Had local school support					
4. Was a year-round process					
5. Developed a corps of dedicated volunteers					
6. Involved a lot of personal contacts					
7. Was equally appealing to all ethnic groups					

PRINCIPAL/TEACHER/VOLUNTEER AFFECTIVE SCHOOL VOLUNTEER MODEL INDEX
SUBSCALE 2: EFFECTIVENESS OF SCHOOL VOLUNTEER PROGRAM TRAINING MATERIA

The training materials used by the School Volunteer Program:	Strongly Agree	Agree	Uncertain	Disagree	Strongly
	5	4	3	2	1
1. Were comprehensive					
2. Were well written					
3. Were practical in nature					
4. Combined philosophy of voluntarism with accepted educational practices					
5. Provided built-in practice sessions					
6. Gave a new approach to learning					
7. Were programmed					
8. Were individualized					
9. Could be easily adapted to most volunteer program needs					
10. Showed wise use of money and time					
11. Were evenly paced					
12. Were very worthwhile					
13. Increased the efficiency of the program					
14. Provided for different learning styles					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
	5	4	3	2	1
15. Were multi-media in nature					
16. Were too factual for volunteers					
17. Provided little on-the-job practice					
18. Appealed to different levels of involvement, e.g., principals, teachers, and volunteers					
19. Were too lengthy					
20. Were easily understood					
21. Were clear in purpose					
22. Were too hard to use					
23. Had too much "supporting" materials, e.g., required texts, films, filmstrips, etc.					
24. Adhered to the requirements of the job description given for volunteers					
25. Were well worth the extra effort					
26. Provided incentives for progressing as a volunteer					
27. Had a pleasing format					

	Strongly Agree	Agree	Uncertain	Disagree
	5	4	3	2
28. Were easily manipulated				
29. Provided many alternative approach to learning				
30. Showed careful preparation				
31. Were applicable in both large and small metropolitan areas				
32. Permitted the volunteer to be trained while working with students				
33. Were attractively printed and bound				
34. Give added statute to the School Volunteer Program				
35. Were excellent way to earn college credit				
36. Gave more insight into being a volunteer				
37. Were confusing				
38. Contained too much educational pedagogy				
39. Were not clearly written				
40. Took too much time				
41. Demonstrated a systematic approach to learning				

FLORIDA EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL

cers:
President, Samuel Hunter
Treasurer, Robert Shaffer
rd of Directors
Hugh Flanders, William Odom, Buren L. Dunavant, Boyd Ayers, Wendell Kilpatrick, Frank Green, James A. Young.
cutive Secretary:
William F. Breivogel, College of Education, University of Florida
oc. Exec. Sect., North Florida Component:
Jeff Pyatte, College of Education, University of West Florida
oc. Exec. Sect., South Florida Component:
Charlie Council, College of Education, Florida Atlantic University

Member County	Representative
Alachua County	Dr. Boyd Ayers
Baker County	Mrs. Yvonne Stephens
Bradford County	W. L. Kilpatrick
Citrus County	Mrs. Orpha J. Brown
Collier County	Dr. Eugene Barlow
Columbia County	Ottis Houston
Dixie County	Lloyd Jones
Flagler County	Walter Morris
Hamilton County	John Hart
Hernando County	Ruth Marsh and John Floyd
Highlands County	James Ferrell Smith
Indian River County	Samuel A. Hunter
Lake County	C. A. Vaughn, Jr.
Lee County	Hugh C. Flanders
Levy County	Mrs. Pearle O. Gibbons
Madison County	Dr. Oscar A. Beck
Manatee County	George Marshall
Marion County	Al Appleby
Martin County	Dr. Robert Shaffer
Nassau County	William L. Webb
Okeechobee County	James A. Young
Pasco County	Mary Giella
Polk County	Daniel D. Hutchison
Putnam County	William Odom
St. Johns County	Mrs. Gertrude Taylor
St. Lucie County	Dr. Charles Richards
Santa Rosa County	Frank Green
Sumter County	James R. Edwards
Suwannee County	Everett L. Williams
Taylor County	Robbins R. Woodell
Union County	Buren L. Dunavant
Washington County	Kelly Brock, Superintendent

sociate Membership:
Panhandle Area Educational Cooperative, W. Lester Kitching, Director

With the Compliments of the

DR. W. F. BREIVOGEL, *Executive Secretary*
UNIVERSITY OF FLORIDA
COLLEGE OF EDUCATION
GAINESVILLE, FLORIDA 32611